

Marketing Program of Study Resource Kit

A project developed and produced by
the Marketing Education Resource Center®

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Table of Contents

Section	Page
1 — Introduction to <i>Marketing Program of Study Resource Kit</i>.....	1—01
Background of <i>Marketing Program of Study Resource Kit</i>	1—02
Initial Deliverables	1—04
The Next Step: Use of the Marketing Standards	1—05
Elements of the Program of Study Model.....	1—06
Frequently Asked Questions	1—08
Premises of the Curriculum	1—09
 2 — Marketing Program of Study Grid	 2—01
Marketing Program of Study	2—02
 3 — Career Courses	 3—01
Grade 9	3—02
Grade 10	3—09
Grade 11	3—21
Grade 12	3—33
Grade 13	3—41
Grade 14	3—57
 Appendix A: Marketing Pathways	 A—01
Appendix B: Knowledge and Skill Statements.....	B—01
Appendix C: Professional Organizations	C—01
Appendix D: Marketing Certifications	D—01
Appendix E: Career Opportunities at Multiple Exit Points	E—01
Appendix F: Articulated Courses.....	F—01
Appendix G: Performance Indicators for English Language Arts	G—01
Appendix H: Performance Indicators for Social Science	H—01
Appendix I: Performance Indicators for Mathematics	I—01
Appendix J: Guidance Counseling Guide.....	J—01
Appendix K: Student Brochure.....	K—01
Appendix L: Promotional Flyers for High School Career Courses	L—01
Appendix M: Program of Study Poster	M—01

Introduction to *Marketing Program of Study* *Resource Kit*

Section 1

**Background of
Marketing
Program of
Study Resource
Kit**

For almost 20 years, career-tech's buzzwords have focused on rigor, relevance, and relationships with the end goal being better prepared students who can compete in a global economy. Tech-prep, School-to-Work, and the States' Career Clusters Initiative have all focused on the provision of a rigorous curriculum that addresses skills and knowledge relevant to the workplace and identified through relationships with the business community, academic cohorts, and colleagues throughout the educational continuum. Career-tech educators have set demanding standards for their programs, requiring a solid education in English, mathematics, science, and technology paired with career-tech training that should eventually lead to successful employment in a technology-driven society.

For more than 30 years, MBA^{Research} staff has conducted secondary and primary research to determine specifically which skills and knowledge are relevant to the business community. In the latest round of research, secondary research incorporated analysis of the following types of materials: career literature for job titles and job descriptions (e.g., Occupational Outlook Handbook, O*Net, and the Bureau of Labor Statistics); websites of major employers and national career sites to identify relevant job openings (e.g., Monster, Careers in Marketing, Careers in Business, Career Builders, Salary Source); domestic and international association standards; course offerings, marketing-major requirements, and syllabi for marketing majors at two- and four-year colleges representing large and small institutions; certifications, content of certification examinations, research findings, best practices, and white papers of domestic and international professional organizations for marketing; college, trade, and professional texts; and labor statistics from the Bureau of Labor Statistics for marketing employment projections and salary information.

Primary research entailed communication with staff of the States' Career Cluster Initiative, human resources managers, state supervisors of career-technical education, and deans of business at postsecondary institutions. Data were collected in meetings with panels of top-level marketing executives, in 42 validation panels with business representatives from each pathway, and with groups of secondary marketing teachers. Electronic and mailed surveys were administered to collect input from a variety of stakeholders.

From the research efforts, MBA^{Research} staff determined that the four business-related clusters of Business Management and Administration, Finance, Hospitality and Tourism, and Marketing share a common core of curricular content. This common core, referred to as the Business Administration Core, includes knowledge and skill in such areas as Business Law, Communication Skills, Customer Relations, Economics, Emotional Intelligence, Entrepreneurship, Financial Analysis, Human Resources Management, Information Management, Marketing, Operations, Professional Development, and Strategic Management. These areas are depicted in Figure 1 on the next page. More than 500 industry-validation panel members analyzed the content of the Business Administration Core, determining which performance indicators applied to employees in their cluster (broad group of related careers that utilize a set of common knowledge and skills for career success) and pathways (sub-groupings of occupations that make up a cluster).



Figure 1: Schematic of the Business Administration Core for Business-related Clusters

Validation panel members also identified other content applicable to all pathways in their cluster. This content was designated as the Cluster Core. For the Marketing Cluster, the areas identified include channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. The Business Administration Core and the Marketing Core are shown in Figure 2.



Figure 2: Schematic of Curriculum Framework for the Business Administration Core and Marketing Core

Additional performance indicators were recognized as being specific, and in some cases unique, to a marketing pathway. These performance indicators were assigned to the applicable pathways. The pathways for the Marketing Cluster are described in Appendix A, and job opportunities for each marketing pathway have also been provided. When performance indicators were identified as being applicable to a specific job within a pathway, the knowledge or skill was designated as Specialty content.

The relationship among the knowledge and skills in the Business Administration Core, Cluster Core, Pathways, and Specialties is depicted in Figure 3.

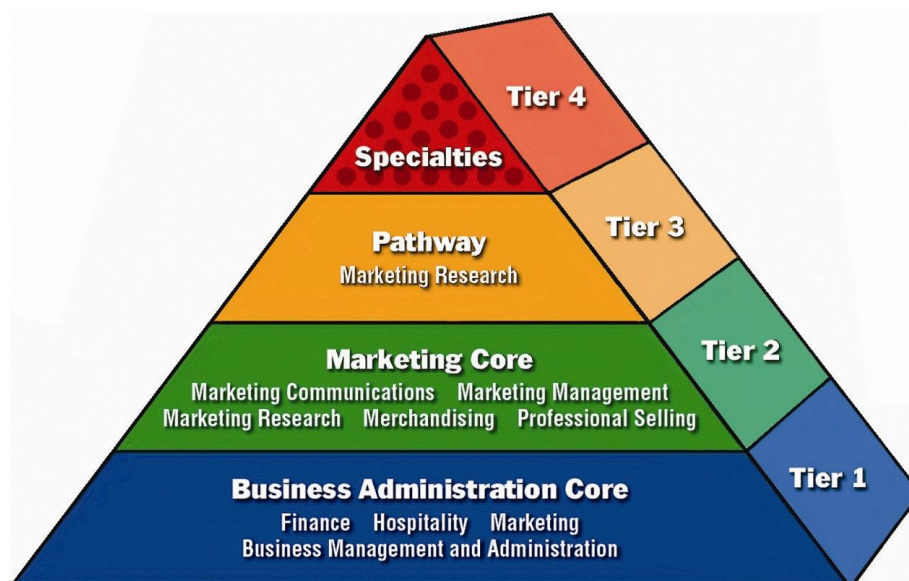


Figure 3: Schematic of Relationship Among Cores, Pathways, and Specialties

Initial Deliverables

Standards

A number of products resulted from the initial research efforts. The first product was the **standards, or knowledge and skills statements**, which encapsulate the overarching intent and/or purpose of a work function. These statements are broad based and are not measurable in and of themselves. The standards statements for the Business Administration Core and Marketing Core are provided in Appendix B.

Performance Elements

Each standard, or knowledge and skill statement, was further defined through a series of **performance elements**. These are broad-based work or cognitive performances that define the standard statement and that are further defined by a series of related performance indicators. They, too, are not measurable.

Performance Indicators

The **performance indicators** are specific work-based actions—either knowledge or skills—that specify what a worker must know or be able to do to achieve the performance element. They are comparable to tasks or competencies and are measurable. Individual workers perform the specific knowledge or skill stated in the performance indicators, and the quality of the performance can be determined. They are not, however, steps in a process or classroom activities.

Curriculum Planning Levels

Each performance indicator was assigned to one of six curriculum-planning levels: prerequisite, career-sustaining, specialist, supervisor, manager, or owner. These levels represent a continuum of instruction ranging from simple to complex and can serve as building blocks for curriculum development in that students should know and be able to perform the skills and knowledge at one level before tackling more complex ones at the next level. These levels can also be used as the basis for developing an unduplicated sequence of instruction for articulation between high school and postsecondary marketing courses. The six curriculum-planning levels are defined as:

Prerequisite (PQ) Content develops employability and job-survival skills and concepts, including work ethics, personal appearance, and general business behavior.

Career-Sustaining (CS) Content develops skills and knowledge needed for continued employment in or study of marketing based on the application of basic academics and marketing skills.

Specialist (SP) Content provides in-depth, solid understanding and skill development in all marketing functions.

Supervisor (SU) Content provides the same in-depth, solid understanding and skill development in all marketing functions as in the marketing-specialist curriculum, and in addition, incorporates content that addresses the supervision of people.

Manager (MN) Content develops strategic decision-making skills in all marketing functions needed to manage a business or department within an organization.

Owner (ON) Content develops strategic decision-making skills in all aspects of marketing that are needed to own and operate a business.

2008 Marketing Standards

The knowledge and skill statements, performance elements, and leveled performance indicators identified for the Business Administration Core, Marketing Core, and Marketing Pathways can be downloaded from <http://www.mark-ed.org/2.0/Joomla/images/PDFs/FinalMarketingClusterReport11-19-2007.pdf>

The Next Step: Use of the Marketing Standards

To aid with course development, the leveled performance indicators have been used to develop a Marketing Program of Study Resource Kit that presents an unduplicated sequence of instruction beginning in the ninth grade and going through grade 14. Use of this program of study model enables students to complete a seamless curriculum without unnecessarily or unintentionally duplicating course content.

For the program of study model to become a reality, instruction must be a collaborative effort: foundational instructors working with career-tech instructors, secondary instructors working with postsecondary instructors, and instructors working with business partners to support and build upon each other's efforts. In this way, the quality of instruction that students receive can be augmented by a network of instructors at both educational levels and business partners interested in obtaining well-trained employees.

**Elements of the
Program of
Study Model**

Much of the program of study model's success will depend upon the use of resources and materials that heighten student interest, increase instructional efficiencies, and respond to the needs of business. By incorporating the use of technology into instructional delivery, instructors can generate student interest in the curriculum and provide hands-on opportunities for students to develop and hone their skills in a nonthreatening environment. Software tools should be utilized to aid in such areas as testing and grade tracking to increase classroom efficiency. Instructors should continuously update their curricula to incorporate the ever-changing skills and knowledge needed in marketing and the technology used by marketers. In this way, students should be better prepared for the world of work, have a more realistic understanding of what is expected of them, and have hands-on opportunities in utilizing technology.

The Marketing Program of Study presents a promising approach to educational planning and curriculum development—a far cry from "the way we've always done it." Thus, many educators may consider the program of study model the beginning of a transformation in education. Unfortunately, this transformation won't come easily. Educators will need to work together to overcome turf issues, an "us-versus-them" mind set, and their beliefs in outdated educational paradigms. They need to learn how to build business partnerships, develop viable school-to-work initiatives, prepare alternative forms of assessment, update curriculum, articulate courses, and integrate curriculum. Therefore, all instructors will need to participate in professional-development activities to enable students to attain the high standards expected in the business world.

The following components make up the program of study model:

- **Introduction**

The introductory section provides background information about the research activities on which the marketing model is based.

- **Grid depicting the sequence of foundational and career courses for students to take in grades 9-14**

Some of the courses identified in the grid are categorized as foundational because they are the supporting courses whose content should be mastered for the career courses to have relevance for student learning. Many of these courses are considered requirements for graduation from high schools and for entrance into postsecondary institutions. In addition, they contribute to the development of well-educated citizens. With the underpinnings provided by the foundational courses, students should be able to succeed and advance in the dynamic area of marketing. The career courses begin at the ninth grade with general core courses and continue through grade 14, becoming a greater portion of the overall curriculum and increasing in complexity and specificity.

- **Grade overviews**

The career courses for each grade level are introduced in grade overviews along with recommendations for alternative assessment, CTSO involvement, experiential learning, and business community involvement.

- **Career courses**

For each career course, a course description, course sequence, and performance indicators are provided.

- **Listing of marketing-related professional associations/organizations**
Both domestic and international marketing organizations are referenced in Appendix C for professional-development opportunities and for keeping the marketing curriculum up to date.
- **Listing of marketing-related certifications**
Numerous marketing-related professional certifications are listed in Appendix D. The marketing association or organization offering each certification is also identified.
- **Job opportunities for which students should be prepared**
Marketing careers often require a baccalaureate degree; however, some marketing positions can be obtained with a high-school diploma or an associate's degree. Marketing opportunities that can be obtained at multiple educational exit points are cited in Appendix E.
- **Listing of articulated courses**
Some of the high-school technical courses can be articulated for postsecondary course credit. Crosswalks of high-school career course performance indicators and sample postsecondary course objectives are provided in Appendix F for use in articulation agreements.
- **Academic integration**
Performance indicators requiring the application of English Language Arts principles, Social Science principles, and Mathematics principles are listed in Appendices G, H, and I. This information can be used to coordinate the content of foundational and career courses.
- **Guidance Counseling Guide**
To inform guidance counselors about the marketing program of study, a guidance counseling guide is furnished in Appendix J. The guide contains a grid depicting the sequence of foundational and career courses for marketing students to take in grades 9-14, a description of each marketing pathway, and marketing career opportunities at multiple educational exit points. This full-color, stand-alone guide is intended to be removed from the *Marketing Program of Study Resource Kit* and shared with secondary school guidance counselors.
- **Student Brochure**
To generate student interest in the marketing program, a full-color, multi-page student brochure is provided in Appendix K. The Student Brochure includes the same information that appears in the Guidance Counseling Guide—a marketing program of study grid, descriptions of the marketing pathways, and marketing career opportunities at multiple educational exit points—as well as a wealth of additional information of specific interest to prospective students. This information includes high school career course descriptions, internship details, CTSO information, and salary information for various marketing positions. The informative Student Brochure can also be shared with parents, business leaders, and other individuals who show an interest in the marketing program of study.

**Frequently
Asked
Questions**

- **Promotional Flyers for Each High School Career Course**

A promotional flyer for each high school career course can be found in Appendix L. The five promotional flyers contain eye-catching graphics, course descriptions, and CTSO information for *Leadership*, *Personal Finance*, *Business and Marketing Essentials*, *Marketing Principles*, and *Marketing Applications*. These flyers can be shared with students, guidance counselors, and other individuals involved in course registration.

- **Program of Study Poster**

A marketing program of study poster is provided in Appendix M. This 11X17 full-color poster can be displayed in the classroom, the guidance counselor's office, or any other suitable location where students gather. The poster serves as a great promotional tool for the marketing program of study.

How Well Will Students Be Prepared?

The performance indicators are to be addressed over a six-year period in the recommended sequence. The overlap of content often found in business and marketing courses has been eliminated so that each course builds on, but does not duplicate, other courses. This indicates that mastery of course content should be required since student success will depend on knowledge acquired in previous courses. Therefore, by the end of the twelfth grade, students should have mastered all core business administration and marketing performance indicators through the career-sustaining level and some at the specialist level. At the postsecondary level, students are expected to focus on specialist-, supervisory-, managerial-, and ownership-level performance indicators from the business administration core, the marketing core, and multiple marketing pathways.

What Is the Model's Approach to the Marketing Pathways?

The *Marketing Program of Study Resource Kit* does not limit itself to any one of the marketing pathways. Instead, it takes a more holistic approach to the marketing cluster. Upon completion of all six grades of career coursework, students will have a broad foundation in business administration as well as a concentration in marketing. Such a base of knowledge and skills is essential for further study in any marketing pathway. In addition, students explore and develop a fundamental understanding of all marketing pathways. Such exploration gives students the opportunity to determine where their interests lie. More advanced study in business administration, marketing, and a marketing pathway can be pursued at a four-year institution.

Can the Model Be Modified?

Of course it can. Career-tech programs should be based on local needs. What works for career-tech in New York City might be inappropriate for career-tech in Laramie, Wyoming. Local and state education requirements vary; therefore, the model will need to be modified to meet those requirements. **However**, the ramifications associated with proposed changes should be carefully examined.

**Premises
of the
Curriculum**

Changes to course titles should have little impact on the model's success. The titles were developed to convey the intent of the courses. Likewise, as the content of some courses is addressed at earlier grade levels, the model should be sufficiently flexible so that new, additional, more advanced courses or performance indicators can be added to the marketing curriculum.

On the other hand, changes to course sequences and omission of performance indicators can affect the model's effectiveness. The marketing program of study model consists of courses that have been sequenced in a logical, recommended order of instruction. At the lower grade levels, courses are general in nature and appropriate for students in business and marketing program areas. As students progress through the grade levels, they encounter a curriculum that is designed to increase in complexity, become more specific to marketing, and increase involvement with the business community.

Likewise, each course is composed of performance indicators that have been carefully identified, industry validated, and purposefully included in specific courses. At each grade level, performance indicators serve as building blocks for performance indicators that students will encounter at higher grade levels. Random changes made to course sequence and content may unintentionally affect student understanding of marketing.

What Textbook Will I Use?

No one text currently does the total job for each course. Often, texts present an overview of many marketing principles without addressing the "how-to's." Instructors are responsible for teaching performance indicators--not chapters 1-20 from a text without regard to the learning outcomes that are presented. They need to select resources that provide the information needed to achieve the performance indicator. For example, if a student is supposed to be able to demonstrate how to close a sale, the student should be given a resource that presents the steps for closing a sale. A resource that defines sales close, explains its importance, and identifies closing techniques has not gone far enough to enable the student to close the sale. Therefore, instructors will need to access multiple resources to support the curriculum adequately.

The marketing curriculum should:

- Encourage students to think critically about the business world
- Stress the integration of and articulation with academics such as English language arts, mathematics, and social studies
- Provide a foundation to support advanced study in marketing
- Enable students to acquire broad understandings of and skills in marketing
- Enable students to understand and use technology to perform classroom activities
- Stress the importance of interpersonal skills in diverse societies
- Foster a realistic understanding of the business environment in which marketing activities are performed
- Foster an understanding and appreciation of business ethics
- Utilize a variety of types of interactions with the business community

Marketing Program of Study Grid

Section 2

In separate PDF file

Career Courses

Section 3

**Career Courses:
Grade 9**

The ninth-grade career courses are comprised of two one-semester courses: *Leadership* and *Personal Finance*. All students pursuing a career in Business Management and Administration, Entrepreneurship, Finance, or Marketing should take both courses.

**Alternative
Assessment**

Student portfolios are initiated which address: assessment of personal strengths, identification of personal goals, development of an action plan, and identification of knowledge/skills acquired.

The following rubrics could also be used to assess student mastery of *Leadership* course content:

Marketing Education Resource Center. (2000). *Performance assessment rubric: Oral presentation*. Columbus, OH: Author.

Marketing Education Resource Center. (2002). *Performance assessment rubric: Participating as a team member*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Demonstrating ethical work habits*. Columbus, OH: Author.

**CTSO
Involvement**

During the ninth grade, students should receive an orientation to the purpose, value, and activities of a student organization such as DECA, Business Professionals of America (BPA), or Future Business Leaders of America (FBLA).

**Experiential
Learning/
Business
Community
Involvement**

In *Leadership*, students should develop and carry out a service-learning project that utilizes extensive interaction with the community, including businesses in the local area. Through implementation of the project, students should strengthen their leadership skills.

During the personal finance course, local business professionals should be invited to speak to students about financial products such as checking and savings accounts and insurance.

Course Title	Leadership
Description	<i>Leadership</i> develops student understanding and skills in the areas of communication skills and emotional intelligence. Through this course, students acquire an appreciation for the need for self-awareness, teamwork, and leadership skills. By developing these skills and habits early, students are likely to experience greater success in subsequent academic and career courses, as well as perform better in their CTSO and professional lives.
Performance Indicators	44
Credit	.5 unit
Recommended Sequence	First semester of grade 9
Instructional Area	Communication Skills
Performance Element	Read to acquire meaning from written material and to apply the information to a task.
Performance Indicators	Identify sources that provide relevant, valid written material (CO:054) (PQ) Extract relevant information from written materials (CO:055) (PQ) Apply written directions to achieve tasks (CO:056) (PQ)
Performance Element	Apply active listening skills to demonstrate understanding of what is being said.
Performance Indicators	Explain communication techniques that support and encourage a speaker (CO:082) (PQ) Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Explain the nature of effective verbal communications (CO:147) (PQ) Ask relevant questions (CO:058) (PQ) Interpret others' nonverbal cues (CO:059) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ) Give verbal directions (CO:083) (PQ) Make oral presentations (CO:025) (SP)

Instructional Area	Emotional Intelligence
Performance Element	Foster self-understanding to recognize the impact of personal feelings on others.
Performance Indicators	Describe the nature of emotional intelligence (EI:001, EI LAP 6) (PQ) Explain the concept of self esteem (EI:016, HR LAP 12) (PQ) Recognize personal biases and stereotypes (EI:017) (PQ) Assess personal strengths and weaknesses (EI:002) (PQ)
Performance Element	Develop personal traits to foster career advancement.
Performance Indicators	Identify desirable personality traits important to business (EI:018, EI LAP 9) (PQ) Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
Performance Element	Apply ethics to demonstrate trustworthiness.
Performance Indicators	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
Performance Element	Exhibit techniques to manage emotional reactions to people and situations.
Performance Indicators	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ) Adjust to change (EI:026, HR LAP 8) (PQ)
Performance Element	Identify with others' feelings, needs, and concerns to enhance interpersonal relations.
Performance Indicators	Respect the privacy of others (EI:029) (PQ) Show empathy for others (EI:030, EI LAP 12) (PQ) Exhibit cultural sensitivity (EI:033, EI LAP 11) (CS)
Performance Element	Use communication skills to foster open, honest communications.
Performance Indicators	Explain the nature of effective communications (EI:007) (PQ)

Instructional Area	Emotional Intelligence (cont'd)
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS)
Performance Element	Implement teamwork techniques to accomplish goals.
Performance Indicators	Participate as a team member (EI:045) (CS) Demonstrate teamwork skills (EI:010) (CS)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Explain the concept of leadership (EI:009) (CS) Determine personal vision (EI:063) (CS) Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS) Lead change (EI:005) (CS) Enlist others in working toward a shared vision (EI:060, EI LAP 13) (CS) Coach others (EI:041) (CS)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)

Course Title	Personal Finance
Description	The goal of <i>Personal Finance</i> is to help students to become financially responsible, conscientious members of society. To reach that end, this course develops student understanding and skills in such areas as money management, budgeting, financial goal attainment, the wise use of credit, insurance, investments, and consumer rights and responsibilities.
Performance Indicators	31
Credit	.5 unit
Recommended Sequence	Second semester of grade 9
Instructional Area	Business Law
Performance Element	Explore the regulatory environment of United States' businesses to understand the diversity of regulations.
Performance Indicators	Discuss consumer rights and responsibilities (CS) Explain the nature and scope of personal bankruptcy (CS)
Instructional Area	Financial Analysis
Performance Element	Understand the fundamental principles of money needed to make financial exchanges.
Performance Indicators	Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.) (FI:058) (PQ) Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.) (FI:059) (PQ) Describe functions of money (medium of exchange, unit of measure, store of value) (FI:060) (PQ) Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.) (FI:061) (PQ) Explain the time value of money (FI:062) (CS) Explain the purposes and importance of credit (FI:002, FI LAP 2) (CS) Explain legal responsibilities associated with financial exchanges (FI:063) (CS)

Instructional Area	Financial Analysis (cont'd)
Performance Element	Analyze financial needs and goals to determine financial requirements.
Performance Indicators	Describe the impact of career choice, education, and skills on income and goal attainment (CS) Explain the nature of financial needs (e.g., college, retirement, wills, insurance, etc.) (FI:064) (CS) Explain the need to save and invest (CS) Set financial goals (FI:065) (CS) Develop personal budget (FI:066) (CS)
Performance Element	Manage personal finances to achieve financial goals.
Performance Indicators	Explain the nature of tax liabilities (FI:067) (PQ) Interpret a pay stub (FI:068) (PQ) Prepare bank account documents (e.g., checks, deposit/withdrawal slips, endorsements, etc.) (PQ) Maintain financial records (FI:069) (PQ) Read and reconcile bank statements (FI:070) (PQ) Discuss the advantages and disadvantages of renting versus buying property (CS) Demonstrate the wise use of credit (FI:071) (CS) Validate credit history (FI:072) (CS) Protect against identity theft (FI:073) (CS) Prepare personal income tax forms (i.e., 1040 EZ form) (FI:075) (CS)
Performance Element	Understand the use of financial-services providers to aid in financial-goal achievement.
Performance Indicators	Describe types of financial-services providers (FI:075) (CS) Discuss considerations in selecting a financial-services provider (FI:076) (CS)
Performance Element	Use investment strategies to ensure financial wellbeing.
Performance Indicators	Explain types of investments (FI:077) (CS) Discuss the nature of retirement planning (CS)
Performance Element	Identify potential business threats and opportunities to protect a business's financial well-being.
Performance Indicators	Describe the concept of insurance (FI:081) (CS)

Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ)

**Career Courses:
Grade 10**

In the tenth grade, students should take one year-long course entitled *Business and Marketing Essentials*. All students pursuing a career in Business Management and Administration, Entrepreneurship, Finance, or Marketing should take this course. The performance indicators presented in *Business and Marketing Essentials* introduce students to business functions and job-acquisition skills. During the summer following grade 10, students are expected to complete a work internship with a local business.

**Alternative
Assessment**

Students assess career goals, providing rationale for career choice, identifying obstacles to achieving goals, and developing an action plan for overcoming obstacles. Students update listing of knowledge and skills acquired.

The following rubrics could also be used to assess student mastery of *Business and Marketing Essentials* course content:

Marketing Education Resource Center. (2000). *Performance assessment rubric: Database development*. Columbus, OH: Author.

Marketing Education Resource Center. (2000). *Performance assessment rubric: Desktop publishing*. Columbus, OH: Author.

Marketing Education Resource Center. (2000). *Performance assessment rubric: Employment seeking*. Columbus, OH: Author.

Marketing Education Resource Center. (2002). *Performance assessment rubric: Designing a web site*. Columbus, OH: Author.

**CTSO
Involvement**

In the tenth grade, students should actively take part in DECA, BPA, or FBLA. During the year, students should develop an understanding of the organization's program of work. Students should enhance their involvement in the organization by participating on committees.

**Experiential
Learning/
Business
Community
Involvement**

Group visits should be made to different types of working environments in large and small companies (e.g., producers of raw materials and finished goods, service providers, retailers, wholesalers, not-for-profits, etc.). Local business professionals should be invited to speak to students about business activities.

In addition, students should participate in a summer internship with a local business between grades 10 and 11. Internship responsibilities should align with knowledge and skills acquired in the courses *Leadership*, *Personal Finance*, and *Business and Marketing Essentials*.

Course Title	Business and Marketing Essentials
Description	<i>Business and Marketing Essentials</i> is an introductory business course that develops student understanding and skills in such areas as business law, communication skills, customer relations, economics, emotional intelligence, financial analysis, human resources management, information management, marketing, operations, professional development, and strategic management. Students acquire knowledge of fundamental business activities and factors affecting business, develop verbal and written communication skills, use information literacy skills, utilize job-seeking strategies, and participate in career planning.
Performance Indicators	90
Credit	1 unit
Recommended Sequence	Grade 10
Instructional Area	Business Law
Performance Element	Apply knowledge of business ownership to establish and continue business operations.
Performance Indicators	Explain types of business ownership (BL:003, BA LAP 7) (CS)
Instructional Area	Communication Skills
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Handle telephone calls in a businesslike manner (CO:114) (CS) Participate in group discussions (CO:053) (CS)
Performance Element	Record information to maintain and present a report of business activity.
Performance Indicators	Utilize note-taking strategies (CO:085) (CS) Organize information (CO:086) (CS) Select and use appropriate graphic aids (CO:087) (CS)

Instructional Area	Communication Skills (cont'd)
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	<p>Explain the nature of effective written communications (CO:016) (CS)</p> <p>Select and utilize appropriate formats for professional writing (CO:088) (CS)</p> <p>Edit and revise written work consistent with professional standards (CO:089) (CS)</p> <p>Write professional e-mails (CO:090) (CS)</p>
Instructional Area	Customer Relations
Performance Element	Foster positive relationships with customers to enhance company image.
Performance Indicators	Explain the nature of positive customer relations (CR:003) (CS)
Instructional Area	Economics
Performance Element	Understand fundamental economic concepts to obtain a foundation for employment in business.
Performance Indicators	<p>Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)</p> <p>Explain the concept of economic resources (EC:003, EC LAP 14) (CS)</p> <p>Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)</p> <p>Determine economic utilities created by business activities (EC:004, EC LAP 13) (CS)</p> <p>Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)</p> <p>Describe the functions of prices in markets (EC:006, EC LAP 12) (CS)</p>
Performance Element	Understand the nature of business to show its contributions to society.
Performance Indicators	<p>Explain the role of business in society (EC:070, EC LAP 20) (CS)</p> <p>Describe types of business activities (EC:071, EC LAP 19) (CS)</p> <p>Explain the organizational design of businesses (EC:103) (SP)</p> <p>Discuss the global environment in which businesses operate (EC:104) (SP)</p> <p>Describe factors that affect the business environment (EC:105) (SP)</p> <p>Explain the nature of business ethics (EC:106) (SP)</p> <p>Explain how organizations adapt to today's markets (EC:107) (SP)</p>

Instructional Area	Economics (cont'd)
Performance Element	Understand economic systems to be able to recognize the environments in which businesses function.
Performance Indicators	<p>Explain the types of economic systems (EC:007, EC LAP 17) (CS)</p> <p>Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)</p> <p>Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)</p> <p>Determine factors affecting business risk (EC:011, EC LAP 3) (CS)</p> <p>Explain the concept of competition (EC:012, EC LAP 8) (CS)</p>
Performance Element	Acquire knowledge of the impact of government on business activities to make informed economic decisions.
Performance Indicators	Determine the relationship between government and business (EC:008, EC LAP 16) (CS)
Performance Element	Analyze cost/profit relationships to guide business decision-making.
Performance Indicators	Explain the concept of productivity (EC:013, EC LAP 18) (CS)
Instructional Area	Financial Analysis
Performance Element	Acquire a foundational knowledge of accounting to understand its nature and scope.
Performance Indicators	Explain the concept of accounting (FI:085, FI LAP 5) (CS)
Performance Element	Acquire a foundational knowledge of finance to understand its nature and scope.
Performance Indicators	Explain the role of finance in business (FI:354, FI LAP 7) (CS)
Instructional Area	Human Resources Management
Performance Element	Understand the role and function of human resources management to obtain a foundational understanding of its nature and scope.
Performance Indicators	Discuss the nature of human resources management (HR:410) (CS)

Instructional Area	Information Management
Performance Element	Use information literacy skills to increase workplace efficiency and effectiveness.
Performance Indicators	<p>Assess information needs (NF:077) (CS)</p> <p>Obtain needed information efficiently (NF:078) (CS)</p> <p>Evaluate quality and source of information (NF:079) (CS)</p> <p>Apply information to accomplish a task (NF:080) (CS)</p> <p>Store information for future use (NF:081) (CS)</p>
Performance Element	Acquire a foundational knowledge of information management to understand its nature and scope.
Performance Indicators	Discuss the nature of information management (NF:110) (CS)
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	<p>Identify ways that technology impacts business (NF:003) (CS)</p> <p>Explain the role of information systems (NF:083) (PQ)</p> <p>Discuss principles of computer systems (NF:084) (PQ)</p> <p>Use basic operating systems (NF:085) (PQ)</p> <p>Describe the scope of the Internet (NF:086) (PQ)</p> <p>Demonstrate basic e-mail functions (NF:004) (PQ)</p> <p>Demonstrate personal information management/productivity applications (NF:005) (PQ)</p> <p>Demonstrate basic web-search skills (NF:006) (PQ)</p> <p>Demonstrate basic word processing skills (NF:007) (PQ)</p> <p>Demonstrate basic presentation applications (NF:008) (PQ)</p> <p>Demonstrate basic database applications (NF:009) (PQ)</p> <p>Demonstrate basic spreadsheet applications (NF:010) (PQ)</p>
Instructional Area	Marketing
Performance Element	Understand marketing's role and function in business to facilitate economic exchanges with customers.
Performance Indicators	Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)
Instructional Area	Operations
Performance Element	Understand operation's role and function in business to value its contributions to a company.
Performance Indicators	Explain the nature of operations (OP:189) (CS)

Instructional Area	Operations (cont'd)
Performance Element	Adhere to health and safety regulations to support a safe work environment.
Performance Indicators	Describe health and safety regulations in business (OP:004) (PQ) Report noncompliance with business health and safety regulations (OP:005) (PQ)
Performance Element	Implement safety procedures to minimize loss.
Performance Indicators	Follow instructions for use of equipment, tools, and machinery (OP:006) (PQ) Follow safety precautions (OP:007, RM LAP 2) (PQ) Maintain a safe work environment (OP:008) (CS) Explain procedures for handling accidents (OP:009, RM LAP 3) (CS) Handle and report emergency situations (OP:010) (CS)
Performance Element	Implement security policies/procedures to minimize chance for loss.
Performance Indicators	Explain routine security precautions (OP:013, RM LAP 4) (CS) Follow established security procedures/policies (OP:152) (CS) Protect company information and intangibles (OP:153) (CS)
Performance Element	Implement purchasing activities to obtain business supplies, equipment and services.
Performance Indicators	Explain the nature and scope of purchasing (OP:015, OP LAP 2) (CS) Place orders/reorders (OP:016) (CS) Maintain inventory of supplies (OP:031) (CS)
Performance Element	Understand production's role and function in business to recognize its need in an organization.
Performance Indicators	Explain the concept of production (OP:017, BA LAP 1) (CS)
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Set personal goals (PD:018, HR LAP 6) (CS)
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Explain the need for innovation skills (PD:126) (CS) Make decisions (PD:017, PD LAP 10) (CS) Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS)

Instructional Area	Professional Development (cont'd)
Performance Element	Participate in career-planning to enhance job-success potential.
Performance Indicators	<p>Assess personal interests and skills needed for success in business (PD:013, HR LAP 2) (PQ)</p> <p>Analyze employer expectations in the business environment (PD:020) (PQ)</p> <p>Explain the rights of workers (PD:021) (PQ)</p> <p>Identify sources of career information (PD:022) (CS)</p> <p>Identify tentative occupational interest (PD:023) (CS)</p> <p>Explain employment opportunities in business (PD:025, PD LAP 15) (CS)</p>
Performance Element	Implement job-seeking skills to obtain employment.
Performance Indicators	<p>Utilize job-search strategies (PD:026) (PQ)</p> <p>Complete a job application (PD:027) (PQ)</p> <p>Interview for a job (PD:028) (PQ)</p> <p>Write a follow-up letter after job interviews (PD:029) (CS)</p> <p>Write a letter of application (PD:030) (CS)</p> <p>Prepare a résumé (PD:031) (CS)</p>
Performance Element	Utilize career-advancement activities to enhance professional development.
Performance Indicators	<p>Describe techniques for obtaining work experience (e.g., volunteer activities, internships) (PD:032) (PQ)</p> <p>Explain the need for ongoing education as a worker (PD:033) (PQ)</p> <p>Explain possible advancement patterns for jobs (PD:034) (PQ)</p>
Instructional Area	Strategic Management
Performance Element	Recognize management's role to understand its contribution to business success.
Performance Indicators	Explain the concept of management (SM:001, BA LAP 6) (CS)

Course Title	Summer Internship (Between Grades 10 and 11)
Description	Students obtain 120 hours of planned, evaluated work experience with a local business. Internship enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are required to maintain a journal of their internship experience.
Performance Indicators	42
Recommended Sequence	Summer between grades 10 and 11
Instructional Area	Communication Skills
Performance Element	Apply active listening skills to demonstrate understanding of what is being said.
Performance Indicators	Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Ask relevant questions (CO:058) (PQ)
Instructional Area	Economics
Performance Element	Understand the nature of business to show its contributions to society.
Performance Indicators	Explain the role of business in society (EC:070, EC LAP 20) (CS) Describe types of business activities (EC:071, EC LAP 19) (CS) Explain the organizational design of businesses (EC:103) (SP) Describe factors that affect the business environment (EC:105) (SP) Explain the nature of business ethics (EC:106) (SP)
Performance Element	Acquire knowledge of the impact of government on business activities to make informed economic decisions.
Performance Indicators	Determine the relationship between government and business (EC:008, EC LAP 16) (CS)

Instructional Area	Emotional Intelligence
Performance Element	Foster self-understanding to recognize the impact of personal feelings on others.
Performance Indicators	Assess personal strengths and weaknesses (EI:002) (PQ)
Performance Element	Develop personal traits to foster career advancement.
Performance Indicators	Identify desirable personality traits important to business (EI:018, EI LAP 9) (PQ) Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
Performance Element	Apply ethics to demonstrate trustworthiness.
Performance Indicators	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
Performance Element	Exhibit techniques to manage emotional reactions to people and situations.
Performance Indicators	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ)
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Demonstrate adaptability (EI:006) (CS)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)

Instructional Area	Financial Analysis
Performance Element	Acquire a foundational knowledge of accounting to understand its nature and scope.
Performance Indicators	Explain the concept of accounting (FI:085, FI LAP 5) (CS)
Performance Element	Acquire a foundational knowledge of finance to understand its nature and scope.
Performance Indicators	Explain the role of finance in business (FI:354, FI LAP 7) (CS)
Instructional Area	Human Resources Management
Performance Element	Understand the role and function of human resources management to obtain a foundational understanding of its nature and scope.
Performance Indicators	Discuss the nature of human resources management (HR:410) (CS)
Instructional Area	Information Management
Performance Element	Acquire a foundational knowledge of information management to understand its nature and scope.
Performance Indicators	Discuss the nature of information management (NF:110) (CS)
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	Identify ways that technology impacts business (NF:003) (CS)
Instructional Area	Marketing
Performance Element	Understand marketing's role and function in business to facilitate economic exchanges with customers.
Performance Indicators	Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)

Instructional Area	Operations
Performance Element	Understand operation's role and function in business to value its contributions to a company.
Performance Indicators	Explain the nature of operations (OP:189) (CS)
Performance Element	Adhere to health and safety regulations to support a safe work environment.
Performance Indicators	Describe health and safety regulations in business (OP:004) (PQ)
Performance Element	Implement safety procedures to minimize loss.
Performance Indicators	Follow instructions for use of equipment, tools, and machinery (OP:006) (PQ) Follow safety precautions (OP:007, RM LAP 2) (PQ) Maintain a safe work environment (OP:008) (CS)
Performance Element	Implement security policies/procedures to minimize chance for loss.
Performance Indicators	Explain routine security precautions (OP:013, RM LAP 4) (CS) Follow established security procedures/policies (OP:152) (CS)
Performance Element	Implement purchasing activities to obtain business supplies, equipment and services.
Performance Indicators	Explain the nature and scope of purchasing (OP:015, OP LAP 2) (CS)
Performance Element	Understand production's role and function in business to recognize its need in an organization.
Performance Indicators	Explain the concept of production (OP:017, BA LAP 1) (CS)
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ)

Instructional Area	Professional Development (cont'd)
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS)
Instructional Area	Strategic Management
Performance Element	Recognize management's role to understand its contribution to business success.
Performance Indicators	Explain the concept of management (SM:001, BA LAP 6) (CS)

**Career Courses:
Grade 11**

In the eleventh grade, students should take *Marketing Principles*, which is a year-long course that introduces students to the marketing functions. The course is considered core for any student pursuing a career in marketing. During the summer following grade 11, students are expected to complete a work internship with a local business.

**Alternative
Assessment**

Students should update their listing of knowledge and skills acquired. Samples of the student's work should be added to the portfolio, including business letters written by the student and video recordings of the student making an oral presentation.

The following rubrics could also be used to assess student mastery of *Marketing Principles* course content:

Marketing Education Resource Center. (2002). *Performance assessment rubric: Handling difficult customers*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Determining client/customer needs (Sales)*. Columbus, OH: Author.

**CTSO
Involvement**

Student participation in a professional youth organization such as DECA, BPA, or FBLA should be encouraged. Participation in DECA, BPA, or FBLA activities provides students an avenue for reinforcing and applying classroom instruction in a competitive, non-threatening environment. Students should be encouraged to demonstrate leadership in the organization by serving as chairpersons of short-term committees and to participate in competitive events.

**Experiential
Learning/
Business
Community
Involvement**

Students visit local businesses to see applications of technology in marketing functional areas. This provides opportunities for the development of school-business relationships and job shadowing. Students also develop marketing plan proposals which are reviewed and critiqued by local business professionals. These local business professionals visit the classroom to engage in a dialogue with students about their marketing plan proposals.

In addition, students should participate in a summer internship with a local business between grades 11 and 12. Internship responsibilities should align with knowledge and skills acquired in the courses *Leadership*, *Personal Finance*, *Business and Marketing Essentials*, and *Marketing Principles*.

Course Title	Marketing Principles
Description	<i>Marketing Principles</i> develops student understanding and skills in the functional areas of marketing: channel management, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Students acquire an appreciation of each of the functions and their ethical and legal issues. The use of technology in each of the marketing functions is also emphasized.
Performance Indicators	83
Credit	1 unit
Recommended Sequence	Grade 11
Instructional Area	Communication Skills
Performance Element	Read to acquire meaning from written material and to apply the information to a task.
Performance Indicators	Analyze company resources to ascertain policies and procedures (CO:057) (CS)
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Write business letters (CO:133) (CS) Write informational messages (CO:039) (CS) Write inquiries (CO:040) (CS)
Instructional Area	Customer Relations
Performance Element	Foster positive relationships with customers to enhance company image.
Performance Indicators	Demonstrate a customer-service mindset (CR:004, HR LAP 32) (CS) Reinforce service orientation through communication (CR:005) (CS) Respond to customer inquiries (CR:006) (CS) Adapt communication to the cultural and social differences among clients (CR:019) (CS) Interpret business policies to customers/clients (CR:007) (CS)

Instructional Area	Customer Relations (cont'd)
Performance Element	Resolve conflicts with/for customers to encourage repeat business.
Performance Indicators	Handle difficult customers (CR:009, EI LAP 1) (CS) Handle customer/client complaints (CR:010) (CS)
Performance Element	Reinforce company's image to exhibit the company's brand promise.
Performance Indicators	Identify company's brand promise (CR:001) (CS) Determine ways of reinforcing the company's image through employee performance (CR:002) (CS)
Instructional Area	Emotional Intelligence
Performance Element	Use communication skills to foster ethical interactions.
Performance Indicators	Apply ethics to online communications (EI:073) (CS)
Instructional Area	Marketing
Performance Element	Understand marketing's role and function in business to facilitate economic exchanges with customers.
Performance Indicators	Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)—Review Describe marketing functions and related activities (MK:002, MK LAP 1) (CS)
Instructional Area	Professional Development
Performance Element	Understand career opportunities in marketing to make career decisions.
Performance Indicators	Explain employment opportunities in marketing (PD:024, CD LAP 2) (CS)

Instructional Area	Channel Management
Performance Element	Acquire foundational knowledge of channel management to understand its role in marketing.
Performance Indicators	<p>Explain the nature and scope of channel management (CM:001) (CS)</p> <p>Explain the relationship between customer service and channel management (CM:002) (CS)</p> <p>Explain the nature of channels of distribution (CM:003) (CS)</p> <p>Describe the use of technology in the channel management function (CM:004) (CS)</p> <p>Explain legal considerations in channel management (CM:005) (SP)</p> <p>Describe ethical consideration in channel management (CM:006) (SP)</p>
Instructional Area	Market Planning
Performance Element	Employ marketing-information to develop a marketing plan.
Performance Indicators	<p>Explain the concept of marketing strategies (MP:001, IM LAP 7) (CS)</p> <p>Explain the concept of market and market identification (MP:003, IM LAP 9) (CS)</p>
Instructional Area	Marketing-Information Management
Performance Element	Acquire foundational knowledge of marketing-information management to understand its nature and scope.
Performance Indicators	<p>Describe the need for marketing information (IM:012) (CS)</p> <p>Identify information monitored for marketing decision making (IM:184) (SP)</p> <p>Explain the nature and scope of the marketing-information management function (IM:001) (SP)</p> <p>Explain the role of ethics in marketing-information management (IM:025) (SP)</p> <p>Describe the use of technology in the marketing-information management function (IM:183) (SP)</p> <p>Describe the regulation of marketing-information management (IM:419) (SP)</p>
Performance Element	Understand marketing-research activities to show command of their nature and scope.
Performance Indicators	<p>Explain the nature of marketing research (IM:010) (SP)</p> <p>Discuss the nature of marketing-research problems/issues (IM:282) (SP)</p>

Instructional Area	Marketing-Information Management (cont'd)
Performance Element	Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.
Performance Indicators	Describe methods used to design marketing-research studies (i.e., descriptive, exploratory, and causal) (IM:284) (SP) Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (IM:281) (SP) Discuss the nature of sampling plans (i.e., who, how many, how chosen) (IM:285) (SP)
Performance Element	Understand data-collection methods to evaluate their appropriateness for the research problem/issue.
Performance Indicators	Describe data-collection methods (e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners) (IM:289) (SP) Explain characteristics of effective data-collection instruments (IM:418) (SP)
Performance Element	Interpret marketing information to test hypotheses and/or to resolve issues.
Performance Indicators	Explain techniques for processing marketing information (IM:062) (SP) Explain the use of descriptive statistics in marketing decision making (IM:191) (SP)
Instructional Area	Pricing
Performance Element	Develop a foundational knowledge of pricing to understand its role in marketing.
Performance Indicators	Explain the nature and scope of the pricing function (PI:001, PI LAP 2) (SP) Describe the role of business ethics in pricing (PI:015) (SP) Explain the use of technology in the pricing function (PI:016) (SP) Explain legal considerations for pricing (PI:017) (SP) Explain factors affecting pricing decisions (PI:002) (SP)
Instructional Area	Product/Service Management
Performance Element	Acquire a foundational knowledge of product/service management to understand its nature and scope.
Performance Indicators	Explain the nature and scope of the product/service management function (PM:001) (SP) Identify the impact of product life cycles on marketing decisions (PM:024) (SP) Describe the use of technology in the product/service management function (PM:039) (SP) Explain business ethics in product/service management (PM:040) (SP)

Instructional Area	Product/Service Management (cont'd)
Performance Element	Apply quality assurances to enhance product/service offerings.
Performance Indicators	Describe the uses of grades and standards in marketing (PM:019, PM LAP 8) (CS) Explain warranties and guarantees (PM:020, PP LAP 4) (CS) Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)
Performance Element	Employ product-mix strategies to meet customer expectations.
Performance Indicators	Explain the concept of product mix (PM:003, PM LAP 3) (SP)
Performance Element	Position products/services to acquire desired business image.
Performance Indicators	Describe factors used by marketers to position products/services (PM:042) (SP) Explain the nature of product/service branding (PM:021, PM LAP 6) (SP)
Performance Element	Position company to acquire desired business image.
Performance Indicators	Explain the nature of corporate branding (PM:206) (SP)
Instructional Area	Promotion
Performance Element	Acquire a foundational knowledge of promotion to understand its nature and scope.
Performance Indicators	Explain the role of promotion as a marketing function (PR:001, PR LAP 2) (CS) Explain the types of promotion (PR:002, PR LAP 4) (CS) Identify the elements of the promotional mix (PR:003, PR LAP 1) (SP) Describe the use of business ethics in promotion (PR:099) (SP) Describe the use of technology in the promotion function (PR:100) (SP) Describe the regulation of promotion (PR:101) (SP)
Performance Element	Understand promotional channels used to communicate with targeted audiences.
Performance Indicators	Explain types of advertising media (PR:007, PR LAP 3) (SP) Describe word-of-mouth channels used to communicate with targeted audiences (PR:247) (SP) Explain the nature of direct marketing channels (PR:089) (SP) Identify communications channels used in sales promotion (PR:249) (SP) Explain communications channels used in public-relations activities (PR:250) (SP)

Instructional Area	Selling
Performance Element	Acquire a foundational knowledge of selling to understand its nature and scope.
Performance Indicators	<p>Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS)</p> <p>Explain the role of customer service as a component of selling relationships (SE:076, SE LAP 130) (CS)</p> <p>Explain key factors in building a clientele (SE:828, SE LAP 115) (SP)</p> <p>Explain company selling policies (SE:932) (CS)</p> <p>Explain business ethics in selling (SE:106, SE LAP 129) (SP)</p> <p>Describe the use of technology in the selling function (SE:107) (SP)</p> <p>Describe the nature of selling regulations (SE:108) (SP)</p>
Performance Element	Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.
Performance Indicators	<p>Acquire product information for use in selling (SE:062) (CS)</p> <p>Analyze product information to identify product features and benefits (SE:109, SE LAP 113) (SP)</p>
Performance Element	Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.
Performance Indicators	Explain the selling process (SE:048) (CS)
Performance Element	Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.
Performance Indicators	<p>Establish relationship with client/customer (SE:110) (CS)</p> <p>Determine customer/client needs (SE:111) (CS)</p> <p>Recommend specific product (SE:114, SE LAP 111) (CS)</p>
Performance Element	Process the sale to complete the exchange.
Performance Indicators	<p>Calculate miscellaneous charges (SE:116) (CS)</p> <p>Process special orders (SE:009) (CS)</p> <p>Process telephone orders (SE:835) (CS)</p>

Course Title	Summer Internship (Between Grades 11 and 12)
Description	Students obtain 120 hours of planned, evaluated work experience with a local business. Internship enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are required to maintain a journal of their internship experience.
Performance Indicators	45
Recommended Sequence	Summer between grades 11 and 12
Instructional Area	Communication Skills
Performance Element	Read to acquire meaning from written material and to apply the information to a task.
Performance Indicators	Analyze company resources to ascertain policies and procedures (CO:057) (CS)
Performance Element	Apply active listening skills to demonstrate understanding of what is being said.
Performance Indicators	Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Ask relevant questions (CO:058) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ)
Instructional Area	Customer Relations
Performance Element	Foster positive relationships with customers to enhance company image.
Performance Indicators	Explain the nature of positive customer relations (CR:003) (CS) Demonstrate a customer-service mindset (CR:004, HR LAP 32) (CS)
Instructional Area	Emotional Intelligence
Performance Element	Foster self-understanding to recognize the impact of personal feelings on others.
Performance Indicators	Recognize personal biases and stereotypes (EI:017) (PQ)

Instructional Area	Emotional Intelligence (cont'd)
Performance Element	Develop personal traits to foster career advancement.
Performance Indicators	Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
Performance Element	Apply ethics to demonstrate trustworthiness.
Performance Indicators	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
Performance Element	Exhibit techniques to manage emotional reactions to people and situations.
Performance Indicators	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ)
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)
Instructional Area	Marketing
Performance Element	Understand marketing's role and function in business to facilitate economic exchanges with customers.
Performance Indicators	Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS) Describe marketing functions and related activities (MK:002, MK LAP 1) (CS)

Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ) Set personal goals (PD:018, HR LAP 6) (CS)
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS)
Performance Element	Understand career opportunities in marketing to make career decisions.
Performance Indicators	Explain employment opportunities in marketing (PD:024, CD LAP 2) (CS)
Instructional Area	Channel Management
Performance Element	Acquire foundational knowledge of channel management to understand its role in marketing.
Performance Indicators	Explain the nature and scope of channel management (CM:001) (CS)
Instructional Area	Market Planning
Performance Element	Employ marketing-information to develop a marketing plan.
Performance Indicators	Explain the concept of marketing strategies (MP:001, IM LAP 7) (CS) Explain the concept of market and market identification (MP:003, IM LAP 9) (CS)
Instructional Area	Marketing-Information Management
Performance Element	Acquire foundational knowledge of marketing-information management to understand its nature and scope.
Performance Indicators	Describe the need for marketing information (IM:012) (CS) Identify information monitored for marketing decision making (IM:184) (SP) Explain the nature and scope of the marketing-information management function (IM:001) (SP)

Instructional Area	Marketing-Information Management (cont'd)
Performance Element	Understand marketing-research activities to show command of their nature and scope.
Performance Indicators	Explain the nature of marketing research (IM:010) (SP)
Instructional Area	Pricing
Performance Element	Develop a foundational knowledge of pricing to understand its role in marketing.
Performance Indicators	Explain the nature and scope of the pricing function (PI:001, PI LAP 2) (SP)
Instructional Area	Product/Service Management
Performance Element	Acquire a foundational knowledge of product/service management to understand its nature and scope.
Performance Indicators	Explain the nature and scope of the product/service management function (PM:001) (SP)
Performance Element	Employ product-mix strategies to meet customer expectations.
Performance Indicators	Explain the concept of product mix (PM:003, PM LAP 3) (SP)
Instructional Area	Promotion
Performance Element	Acquire a foundational knowledge of promotion to understand its nature and scope.
Performance Indicators	Explain the role of promotion as a marketing function (PR:001, PR LAP 2) (CS) Explain the types of promotion (PR:002, PR LAP 4) (CS) Identify the elements of the promotional mix (PR:003, PR LAP 1) (SP)
Instructional Area	Selling
Performance Element	Acquire a foundational knowledge of selling to understand its nature and scope.
Performance Indicators	Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS)

Instructional Area	Selling (cont'd)
Performance Element	Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.
Performance Indicators	Acquire product information for use in selling (SE:062) (CS) Analyze product information to identify product features and benefits (SE:109, SE LAP 113) (SP)

**Career Courses:
Grade 12**

In the twelfth grade, there is one year-long career course: *Marketing Applications*. *Marketing Applications* is designated as a core course for marketing. When students complete all high school career courses, they should have mastered all Business Administration Core and Marketing Core performance indicators through the Career-Sustaining level. Many Specialist-level performance indicators should also be mastered in the high school courses.

**Alternative
Assessment**

Students complete their portfolios of work undertaken during high school. The complete portfolio should contain a list of skills and knowledge mastered, indicating grades earned; written samples of projects completed during high school; video recordings of student presentations; the student's career objectives and steps that the student has taken to position himself/herself for that career; the student's résumé; letters of recommendation from businesspeople with whom the student has worked; and a written report prepared by the student describing one major project.

The following rubrics could also be used to assess student mastery of *Marketing Applications* course content:

Marketing Education Resource Center. (2000). *Performance assessment rubric: Professional selling*. Columbus, OH: Author.

Marketing Education Resource Center. (2002). *Performance assessment rubric: Creating a presentation software package for sales*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Closing the sale*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Converting objections into selling points*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Identifying buying motives for use in selling*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Using negotiation skills*. Columbus, OH: Author.

**CTSO
Involvement**

Students are encouraged to continue membership in professional student organizations such as DECA, BPA, or FBLA and to assume leadership roles in the organization as officers or as chairpersons of long-term committees. Students should participate in competitive events.

**Experiential
Learning/
Business
Community
Involvement**

Students should continue their involvement in the business community through projects and guest speakers.

Upon completion of two summer internships with local businesses, students should have a broad understanding of the function(s) of these companies. If appropriate, students should pursue continuing employment with these businesses.

Course Title	Marketing Applications
Description	<i>Marketing Applications</i> furthers student understanding and skills in the various marketing functions. Students coordinate channel management with other marketing activities, discuss the nature of marketing plans, generate product ideas, coordinate activities in the promotional mix, and demonstrate specialized sales processes and techniques. Economic and financial concepts are also stressed throughout the course.
Performance Indicators	89
Credit	1 unit
Recommended Sequence	Grade 12
Instructional Area	Communication Skills
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Write persuasive messages (CO:031) (SP) Write executive summaries (CO:091) (SP) Prepare simple written reports (CO:094) (SP)
Instructional Area	Customer Relations
Performance Element	Understand the nature of customer relationship management to show its contributions to a company.
Performance Indicators	Discuss the nature of customer relationship management (CR:016) (CS) Explain the role of ethics in customer relationship management (CR:017) (SP) Describe the use of technology in customer relationship management (CR:018) (SP)
Instructional Area	Economics
Performance Element	Acquire knowledge of the impact of government on business activities to make informed economic decisions.
Performance Indicators	Describe the nature of taxes (EC:072) (SP)

Instructional Area	Economics (cont'd)
Performance Element	Analyze cost/profit relationships to guide business decision-making.
Performance Indicators	Analyze impact of specialization/division of labor on productivity (EC:014, EC LAP 7) (SP) Explain the concept of organized labor and business (EC:015, EC LAP 5) (SP) Explain the impact of the law of diminishing returns (EC:023) (SP)
Performance Element	Understand economic indicators to recognize economic trends and conditions.
Performance Indicators	Discuss the measure of consumer spending as an economic indicator (EC:081) (SP) Describe the economic impact of inflation on business (EC:083) (SP) Explain the concept of Gross Domestic Product (GDP) (EC:017, EC LAP 1) (SP) Discuss the impact of a nation's unemployment rates (EC:082) (SP) Explain the economic impact of interest-rate fluctuations (EC:084) (SP) Determine the impact of business cycles on business activities (EC:018, EC LAP 9) (SP)
Performance Element	Determine global trade's impact on business decision-making.
Performance Indicators	Explain the nature of global trade (EC:016, EC LAP 4) (SP) Describe the determinants of exchange rates and their effects on the domestic economy (EC:100) (SP) Discuss the impact of cultural and social environments on global trade (EC:045) (SP)
Instructional Area	Emotional Intelligence
Performance Element	Use communication skills to foster open, honest communications.
Performance Indicators	Explain ethical considerations in providing information (EI:038) (SP)
Performance Element	Use communication skills to influence others.
Performance Indicators	Persuade others (EI:012) (SP) Demonstrate negotiation skills (EI:062, EI LAP 8) (SP)
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Explain the nature of stress management (EI:028) (SP)

Instructional Area	Financial Analysis
Performance Element	Implement accounting procedures to track money flow and to determine financial status.
Performance Indicators	Describe the nature of cash flow statements (FI:091, FI LAP 6) (SP) Explain the nature of balance sheets (FI:093) (SP) Describe the nature of income statements (FI:094, FI LAP 4) (SP)
Performance Element	Manage financial resources to ensure solvency.
Performance Indicators	Describe the nature of budgets (FI:106, FI LAP 3) (SP)
Instructional Area	Financial-Information Management
Performance Element	Acquire foundational knowledge of financial-information management to understand its scope and nature.
Performance Indicators	Describe the need for financial information (CS)
Instructional Area	Human Resources Management
Performance Element	Manage staff growth and development to increase productivity and employee satisfaction.
Performance Indicators	Orient new employees (HR:360) (CS)
Instructional Area	Marketing
Performance Element	Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.
Performance Indicators	Explain customer/client/business buying behavior (MK:014) (SP) Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.) (MK:019) (SP)
Instructional Area	Professional Development
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Demonstrate appropriate creativity (PD:012, PD LAP 2) (SP) Use time-management skills (PD:019, OP LAP 1) (SP)

Instructional Area	Channel Management
Performance Element	Manage channel activities to minimize costs and to determine distribution strategies.
Performance Indicators	Coordinate channel management with other marketing activities (CM:007) (SP) Explain the nature of channel-member relationships (CM:008) (SP)
Instructional Area	Market Planning
Performance Element	Employ marketing-information to develop a marketing plan.
Performance Indicators	Explain the nature of marketing plans (MP:007) (SP) Explain the role of situation analysis in the marketing planning process (MP:008) (SP) Explain the nature of sales forecasts (MP:013, IM LAP 3) (SP)
Instructional Area	Marketing-Information Management
Performance Element	Understand marketing-research activities to show command of their nature and scope.
Performance Indicators	Employ sources of primary and secondary data (SP) Explain the nature of qualitative research (IM:288) (SP)
Performance Element	Understand data-collection methods to evaluate their appropriateness for the research problem/issue.
Performance Indicators	Describe types of rating scales (including Likert scales, semantic differential scales, behavior intention scales, etc.) (IM:286) (SP) Explain the use of diaries (e.g., product, media-use, contact) (IM:287) (SP)
Performance Element	Assess marketing research briefs to determine comprehensiveness and clarity.
Performance Indicators	Explain the nature of marketing research briefs (IM:290) (SP)
Instructional Area	Product/Service Management
Performance Element	Generate product ideas to contribute to ongoing business success.
Performance Indicators	Identify product opportunities (PM:134) (SP) Identify methods/techniques to generate a product idea (PM:127, PM LAP 11) (SP) Generate product ideas (PM:128) (SP)

Instructional Area	Product/Service Management (cont'd)
Performance Element	Employ product-mix strategies to meet customer expectations.
Performance Indicators	Describe the nature of product bundling (PM:041) (SP)
Performance Element	Position company to acquire desired business image.
Performance Indicators	Describe factors used by businesses to position corporate brands (PM:207) (SP)
Instructional Area	Promotion
Performance Element	Understand the use of an advertisement's components to communicate with targeted audiences.
Performance Indicators	Explain the components of advertisements (PR:014, PR LAP 7) (SP) Explain the importance of coordinating elements in advertisements (PR:251) (SP)
Performance Element	Understand the use of public-relations activities to communicate with targeted audiences.
Performance Indicators	Identify types of public-relations activities (PR:252) (SP) Discuss internal and external audiences for public-relations activities (PR:253) (SP)
Performance Element	Understand the use of trade shows/expositions to communicate with targeted audiences.
Performance Indicators	Explain how businesses can use trade-show/exposition participation to communicate with targeted audiences (PR:254) (SP) Explain considerations used to evaluate whether to participate in trade shows/expositions (PR:255) (SP)
Performance Element	Manage promotional activities to maximize return on promotional efforts.
Performance Indicators	Explain the nature of a promotional plan (PR:073) (SP) Coordinate activities in the promotional mix (PR:076) (SP)

Instructional Area	Selling
Performance Element	Understand sales activities to show command of their nature and scope.
Performance Indicators	Explain the impact of sales cycles (SE:380) (SP)
Performance Element	Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.
Performance Indicators	Differentiate between consumer and organizational buying behavior (SE:112) (SP) Identify emerging trends for use in selling (SE:404) (SP)
Performance Element	Understand sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.
Performance Indicators	Discuss motivational theories that impact buying behavior (SE:359) (SP)
Performance Element	Perform pre-sales activities to facilitate sales presentation.
Performance Indicators	Prospect for customers (SE:001, SE LAP 116) (SP) Qualify customers/clients (SE:400) (SP) Conduct pre-visit research (e.g., customer's markets/products, customer's competitors, and competitors' offerings) (SE:369) (SP) Determine sales strategies (SE:377) (SP) Book appointments with prospective clients (SE:366) (SP) Prepare sales presentation (SE:067) (SP) Create a presentation software package to support sales presentation (SE:119) (SP)
Performance Element	Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.
Performance Indicators	Address needs of individual personalities (SE:810, SE LAP 112) (SP) Qualify customer's buying motives for use in selling (SE:399) (SP) Facilitate customer/client buying decisions (SE:811, SE LAP 108) (SP) Assess customer/client needs (SE:113, SE LAP 120) (SP) Demonstrate product (SE:893, SE LAP 103) (SP) Prescribe solution to customer/client needs (SE:115) (SP) Convert customer/client objections into selling points (SE:874, SE LAP 100) (SP) Close the sale (SE:895, SE LAP 107) (SP) Demonstrate suggestion selling (SE:875, SE LAP 110) (SP) Negotiate sales terms (SE:392) (SP) Maintain sales standards (SE:387) (SP) Sell good/service/idea to individuals (SE:046) (SP) Sell good/service/idea to groups (SE:073) (SP)

Instructional Area	Selling (cont'd)
Performance Element	Process the sale to complete the exchange.
Performance Indicators	Process sales documentation (SE:117) (SP)
Performance Element	Conduct post-sales follow-up activities to foster ongoing relationships with customers.
Performance Indicators	Plan follow-up strategies for use in selling (SE:057, SE LAP 119) (SP) Prepare sales reports (SE:283) (SP) Provide post-sales service (SE:397) (SP) Gather customer/client feedback to improve service (SE:384) (SP) Conduct self-assessment of sales performance (SE:372) (SP)
Performance Element	Plan sales activities to increase sales efficiency and effectiveness.
Performance Indicators	Plan strategies for meeting sales quotas (SE:864, SE LAP 118) (SP) Develop strategies to win back former customers (SE:379) (SP) Explain the nature of key account management (SE:381) (SP)

**Career Courses:
Grade 13**

In each semester of grade 13, students should complete a minimum of 15 hours of courses. In the first semester, students should enroll in *Advanced Computer Applications for Business*, *Principles of Accounting I*, and a marketing internship. The balance of the curriculum is composed of foundational courses. In the second semester, students should enroll in *Business Law and Ethics*, *Principles of Accounting II*, and a marketing internship. Ideally, the internship should be the same throughout the student's postsecondary educational career.

**Alternative
Assessment**

Students should initiate the postsecondary portfolio which should include an updated listing of knowledge and skills acquired from course work, samples of technical writing, and video-recorded demonstrations.

The following rubrics could also be used to assess student mastery of *Advanced Computer Applications for Business* course content:

Marketing Education Resource Center. (2000). *Performance assessment rubric: Database development*. Columbus, OH: Author.

Marketing Education Resource Center. (2000). *Performance assessment rubric: Desktop publishing*. Columbus, OH: Author.

Marketing Education Resource Center. (2002). *Performance assessment rubric: Designing a web site*. Columbus, OH: Author.

**CTSO
Involvement**

Students should be encouraged to become involved in Delta Epsilon Chi, Phi Beta Lambda, or the postsecondary division of BPA. They should develop an understanding of the organization's program of work. If possible, students should participate in competitive events.

**Experiential
Learning/
Business
Community
Involvement**

Students should participate in an internship. Employment should be in a job primarily based on one or more of the marketing pathways. The job should require the student to demonstrate increased levels of responsibility in decision-making.

Course Title	Advanced Computer Applications for Business
Description	In <i>Advanced Computer Applications for Business</i> , students become increasingly familiar with computer hardware and computer software. Students demonstrate knowledge of advanced e-mail functions, word-processing applications, presentation applications, database applications, and spreadsheet applications as they are used in a business environment. Students create a web page for business use, abide by risk management procedures and policies for technology, and determine a venture's information technology needs.
Performance Indicators	32
Credit	3 credits
Recommended Sequence	First semester of grade 13
Instructional Area	Information Management
Performance Element	Acquire a foundational knowledge of information management to understand its nature and scope.
Performance Indicators	Explain the role of ethics in information management (NF:111) (SP) Explain legal issues associated with information management (NF:076) (SP)
Performance Element	Utilize computer's operating system to manage and perform work responsibilities.
Performance Indicators	Move files in the computer operating system (CS)

Instructional Area	Information Management (cont'd)
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	<p>Describe types of computer networks (CS)</p> <p>Discuss the impact of the Internet on business organizations (CS)</p> <p>Demonstrate the use of hardware components (CS)</p> <p>Use an integrated business software application package (NF:088) (CS)</p> <p>Demonstrate collaborative/groupware applications (NF:011) (CS)</p> <p>Demonstrate advanced e-mail functions (SP)</p> <p>Demonstrate advanced web-search skills (SP)</p> <p>Demonstrate advanced word processing skills (SP)</p> <p>Demonstrate advanced presentation applications (SP)</p> <p>Demonstrate advanced database applications (SP)</p> <p>Demonstrate advanced spreadsheet applications (SP)</p> <p>Demonstrate advanced graph and chart applications</p> <p>Create and post basic web page (NF:042) (SP)</p> <p>Create a web page for business applications (SP)</p> <p>Establish specifications for selecting hardware/software systems (NF:091) (MN)</p> <p>Determine venture's information technology needs (NF:012) (MN)</p>
Performance Element	Maintain business records to facilitate business operations.
Performance Indicators	<p>Describe the nature of business records (NF:001, NF LAP 1) (SP)</p> <p>Maintain customer records (NF:002) (SP)</p>
Instructional Area	Operations
Performance Element	Troubleshoot problems with office equipment to make repairs and/or to obtain technical support.
Performance Indicators	<p>Isolate and identify source of technical problem (CS)</p> <p>Follow manufacturer's written procedures to fix technical problem (CS)</p> <p>Obtain technical support services (CS)</p>
Performance Element	Abide by risk management policies and procedures for technology to minimize loss.
Performance Indicators	<p>Discuss ethical issues associated with business computer use (CS)</p> <p>Explain security issues associated with business computer use (CS)</p> <p>Adhere to technology safety and security policies (e.g., acceptable use policy, web page policies) (CS)</p> <p>Apply ergonomic techniques to technology tasks (CS)</p> <p>Adhere to laws pertaining to computer crime, fraud, and abuse (CS)</p> <p>Follow procedures used to restart and recover from computer situations (e.g., system failure, virus infection) (CS)</p> <p>Follow policies to prevent loss of data integrity (CS)</p> <p>Adhere to organization's policies for technology use (CS)</p>

Course Title	Principles of Accounting I
Description	<i>Principles of Accounting I</i> introduces students to the world of accounting. Students analyze and record business transactions, maintain cash controls, prepare financial statements, calculate financial ratios, and interpret financial statements. In addition to developing these skills, students also acquire knowledge of accounting standards, accounting technology, and ethical and legal considerations for accounting.
Performance Indicators	40
Credit	3 credits
Recommended Sequence	First semester of grade 13
Instructional Area	Financial Analysis
Performance Element	Acquire a foundational knowledge of accounting to understand its nature and scope.
Performance Indicators	<p>Explain the need for accounting standards (GAAP) (FI:086) (CS)</p> <p>Discuss the role of ethics in accounting (FI:351) (SP)</p> <p>Explain the use of technology in accounting (FI:352) (SP)</p> <p>Explain legal considerations for accounting (FI:353) (SP)</p>
Performance Element	Classify, record, and summarize data to produce needed financial information.
Performance Indicators	<p>Discuss the nature of the accounting cycle (CS)</p> <p>Demonstrate the effects of transactions on the accounting equation (CS)</p> <p>Prepare a chart of accounts (CS)</p> <p>Record transactions in a general journal (CS)</p> <p>Post journal entries to general ledger accounts (CS)</p> <p>Prepare a trial balance (CS)</p> <p>Journalize and post adjusting entries (CS)</p> <p>Journalize and post closing entries (CS)</p> <p>Prepare a post-closing trial balance (CS)</p> <p>Prepare work sheets (SP)</p> <p>Discuss the nature of annual reports (SP)</p>
Performance Element	Implement accounting procedures to track money flow and to determine financial status.
Performance Indicators	<p>Prepare cash flow statements (FI:092) (MN)</p> <p>Prepare balance sheets (MN)</p> <p>Prepare income statements (MN)</p> <p>Prepare a statement of equity and retained earnings (MN)</p>

Instructional Area	Financial Analysis (cont'd)
Performance Element	Manage financial resources to ensure solvency.
Performance Indicators	<p>Discuss the use of financial ratios in accounting (SP)</p> <p>Calculate financial ratios (FI:097) (MN)</p> <p>Describe types of financial statement analysis (e.g., ratio analysis, trend analysis, etc.) (SP)</p> <p>Interpret financial statements (FI:102) (MN)</p>
Performance Element	Maintain cash controls to track cash flow.
Performance Indicators	<p>Explain cash control procedures (e.g., signature cards, deposit slips, internal/external controls, cash clearing, etc.) (CS)</p> <p>Prove cash (CS)</p> <p>Journalize/post entries to establish and replenish petty cash (CS)</p> <p>Journalize/post entries related to banking activities (CS)</p> <p>Explain the benefits of electronic funds transfer (EFT) (CS)</p> <p>Prepare bank deposits (CS)</p> <p>Prepare purchase requisitions (CS)</p> <p>Prepare purchase orders (CS)</p> <p>Prepare sales slips (CS)</p> <p>Prepare invoices (CS)</p> <p>Explain the nature of the voucher system (CS)</p> <p>Prepare vouchers (CS)</p> <p>Record transactions using a voucher system (CS)</p>
Performance Element	Perform accounts payable functions to record, control, and disburse payments to vendors.
Performance Indicators	Explain the nature of accounts payable (CS)
Performance Element	Perform accounts receivable functions to record, control, and collect payments due from the sale of goods and services.
Performance Indicators	Explain the nature of accounts receivable (CS)

Instructional Area	Financial-Information Management
Performance Element	Understand the importance of accurately reporting a business's financial position to provide information in a proper manner.
Performance Indicators	Describe the relationship between accounting (with an emphasis on cash flow) and finance (with an emphasis on decision making) (SP) Discuss types of accounting systems used to report a business's financial position (i.e., financial, tax, management, cost, accrual) (SP)

Course Title	Business Law and Ethics
Description	In this course, students develop an understanding of laws and regulations that impact business. Topics included are contract law, environmental law, administrative law, employment law, and commerce law. Students also acquire knowledge of business torts, ethical dilemmas encountered in the workplace, sources of law, and the United States' judicial system and legal procedure.
Performance Indicators	36
Credit	3 credits
Recommended Sequence	Second semester of grade 13
Instructional Area	Business Law
Performance Element	Acquire foundational knowledge of business laws and regulations to understand their nature and scope.
Performance Indicators	Discuss the nature of law and sources of law in the United States (BL:067) (SP) Describe the United States' judicial system (BL:068) (SP) Discuss the nature of the United States Constitution (SP) Describe legal issues affecting businesses (BL:001) (SP)
Performance Element	Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts.
Performance Indicators	Distinguish between torts and crimes (SP) Describe crimes affecting businesses (SP) Identify the basic torts relating to business enterprises (BL:069) (SP) Describe unfair business practices (SP) Describe the nature of legally binding contracts (BL:002) (SP) Explain the nature of contract exclusivity (BL:050) (SP) Discuss the nature of contract suspensions (SP) Explain the nature of contract terminations (SP)

Instructional Area	Business Law (cont'd)
Performance Element	Explore the regulatory environment of United States' businesses to understand the diversity of regulations.
Performance Indicators	<p>Describe the nature of legal procedure (BL:070) (SP)</p> <p>Discuss the nature of debtor-creditor relationships (BL:071) (SP)</p> <p>Discuss the nature of agency relationships (BL:072) (SP)</p> <p>Discuss the nature of bankruptcy law (SP)</p> <p>Discuss the nature of environmental law (BL:073) (SP)</p> <p>Discuss the role of administrative law (BL:074) (SP)</p> <p>Describe the nature of the Uniform Commercial Code (UCC) (SP)</p> <p>Describe methods used to protect intellectual property (BL:051) (SP)</p> <p>Discuss the impact of the Internet on business law (SP)</p> <p>Describe the nature of product liability law (SP)</p>
Performance Element	Understand human-resources laws and regulations to facilitate business operations
Performance Indicators	<p>Explain unfair labor practices (SP)</p> <p>Explain the nature of human resources regulations (BL:007) (SU)</p> <p>Explain the nature of workplace regulations (including OSHA, ADA) (BL:008) (SU)</p> <p>Discuss employment relationships (BL:075) (SU)</p>
Performance Element	Acquire knowledge of commerce laws and regulations to continue business operations.
Performance Indicators	<p>Explain the nature of trade regulations (BL:004) (MN)</p> <p>Describe the impact of anti-trust legislation (BL:076) (MN)</p>
Instructional Area	Emotional Intelligence
Performance Element	Acquire foundational knowledge of business ethics to demonstrate trustworthiness.
Performance Indicators	<p>Describe ethics theories (SP)</p> <p>Discuss the relationship of ethics and law (SP)</p> <p>Describe the nature and scope of corporate social responsibility (SP)</p> <p>Distinguish business ethics from social responsibility (SP)</p> <p>Explain environmental factors that shape ethical decision making (MN)</p> <p>Explain the nature of organizational culture (EI:064) (MN)</p> <p>Describe the impact of an organization's culture on ethical decision making (MN)</p> <p>Discuss the nature and scope of ethical conflict (MN)</p>

Course Title	Principles of Accounting II
Description	This course focuses on the fundamentals of managerial cost accounting. Students develop knowledge and skills in the areas of cost accounting, budgeting, and advanced accounting technology. Students also acquire a further understanding of the role of regulation and responsibility in accounting, and they develop the skills necessary to make business decisions based on accounting data.
Performance Indicators	45
Credit	3 credits
Recommended Sequence	Second semester of grade 13
Instructional Area	Business Law
Performance Element	Understand regulation of accounting to adhere to government requirements.
Performance Indicators	Discuss the impact of the Sarbanes-Oxley Act of 2002 on accounting (SP) Describe the role of the Securities and Exchange Commission (SEC) in regulating the accounting industry (SP) Discuss state regulation of the accounting industry (SP)
Instructional Area	Financial Analysis
Performance Element	Manage financial resources to ensure solvency.
Performance Indicators	Explain the nature of operating budgets (FI:098) (SU) Describe the nature of cost/benefit analysis (FI:357) (MN) Determine relationships among total revenue, marginal revenue, output, and profit (FI:358) (MN) Develop company's/department's budget (FI:099) (MN) Forecast sales (FI:096, IM LAP 4) (MN) Spot problems in/issues with financial statements (MN)
Performance Element	Classify, record, and summarize data to produce needed financial information.
Performance Indicators	Project future revenues and expenses (MN) Apply bankruptcy prediction models (MN)

Instructional Area	Financial Analysis (cont'd)
Performance Element	Perform specialized accounting procedures to track cash flow.
Performance Indicators	Analyze accounting records to make business decisions (MN)
Performance Element	Utilize cost accounting methods to track, record, and analyze business costs.
Performance Indicators	Maintain job order cost sheets (SP) Calculate the cost of goods sold (SP) Determine the cost of inventory (SP) Compute overhead rates (SP) Apply overhead to jobs (MN) Conduct cost-volume-profit analysis (MN) Develop standard variable costs for a product (MN) Calculate variances (MN) Conduct variance analysis (MN) Perform cost allocation functions (MN) Prepare cost of production reports (MN)
Performance Element	Prepare budget reports to make business decisions.
Performance Indicators	Demonstrate budgeting software applications (SP) Process preliminary budget detail (MN) Prepare budget reports (MN) Determine relevant cost and revenue data for decision-making purposes (MN)
Performance Element	Determine suitable internal accounting controls to ensure the proper recording of financial transactions.
Performance Indicators	Explain the purpose of internal accounting controls (SP)
Performance Element	Conduct an audit to verify the integrity of a business's financial reporting process, accounting functions, and internal controls.
Performance Indicators	Explain the nature of audits (SP)

Instructional Area	Professional Development
Performance Element	Understand the fundamentals of cost accounting to obtain a foundation for employment in the accounting industry.
Performance Indicators	<p>Explain the nature of managerial cost accounting (e.g., activities, costs, cost drivers, etc.) (SP)</p> <p>Discuss the use of cost-volume-profit analysis (SP)</p> <p>Discuss cost accounting systems (e.g., job order costing, process costing, activity-based costing [ABC], project costing, etc.) (SP)</p> <p>Explain the nature of cost accounting decision making (SP)</p> <p>Discuss the nature of cost accounting budgets (SP)</p> <p>Discuss the use of variance analysis for cost accounting (SP)</p> <p>Discuss the nature of cost allocation (SP)</p>
Performance Element	Understand the significance of responsibility in accounting to act appropriately in the workplace.
Performance Indicators	<p>Describe social responsibility in accounting (SP)</p> <p>Discuss responsibility accounting (SP)</p>
Performance Element	Acquire knowledge of Generally Accepted Accounting Principles to adhere to general accounting standards.
Performance Indicators	Discuss the use of Generally Accepted Accounting Principles (GAAP) (SP)
Instructional Area	Financial-Information Management
Performance Element	Utilize financial information technology tools to manage financial information and perform work responsibilities.
Performance Indicators	<p>Describe the use of technology in the financial-information management function (SP)</p> <p>Demonstrate financial analysis applications (SP)</p> <p>Demonstrate advanced database applications (SP)</p>
Performance Element	Utilize technology to record and analyze accounting transactions.
Performance Indicators	<p>Discuss the use of data mining in accounting (SP)</p> <p>Data mine accounting records for financial information (SP)</p> <p>Integrate technology into accounting (SP)</p>

Course Title	Grade 13 Marketing Internship
Description	Students obtain 15-20 hours of planned, evaluated work experience weekly in jobs that reflect one of the five marketing pathways. Course enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are encouraged to maintain the same work site throughout their postsecondary educational experience.
Performance Indicators	70
Credit	Three credits per semester
Recommended Sequence	Both semesters of grade 13
Instructional Area	Business Law
Performance Element	Acquire foundational knowledge of business laws and regulations to understand their nature and scope.
Performance Indicators	Describe legal issues affecting businesses (BL:001) (SP)
Instructional Area	Communication Skills
Performance Element	Read to acquire meaning from written material and to apply the information to a task.
Performance Indicators	Identify sources that provide relevant, valid written material (CO:054) (PQ) Extract relevant information from written materials (CO:055) (PQ)
Performance Element	Apply active listening skills to demonstrate understanding of what is being said.
Performance Indicators	Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Ask relevant questions (CO:058) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ) Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Participate in group discussions (CO:053) (CS)

Instructional Area	Communication Skills (cont'd)
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Select and utilize appropriate formats for professional writing (CO:088) (CS) Edit and revise written work consistent with professional standards (CO:089) (CS)
Instructional Area	Customer Relations
Performance Element	Reinforce company's image to exhibit the company's brand promise.
Performance Indicators	Identify company's brand promise (CR:001) (CS) Determine ways of reinforcing the company's image through employee performance (CR:002) (CS)
Instructional Area	Emotional Intelligence
Performance Element	Develop personal traits to foster career advancement.
Performance Indicators	Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
Performance Element	Apply ethics to demonstrate trustworthiness.
Performance Indicators	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
Performance Element	Exhibit techniques to manage emotional reactions to people and situations.
Performance Indicators	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ) Adjust to change (EI:026, HR LAP 8) (PQ)
Performance Element	Identify with others' feelings, needs, and concerns to enhance interpersonal relations.
Performance Indicators	Respect the privacy of others (EI:029) (PQ) Show empathy for others (EI:030, EI LAP 12) (PQ) Exhibit cultural sensitivity (EI:033, EI LAP 11) (CS)

Instructional Area	Emotional Intelligence (cont'd)
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS) Explain the nature of stress management (EI:028) (SP)
Performance Element	Implement teamwork techniques to accomplish goals.
Performance Indicators	Participate as a team member (EI:045) (CS) Demonstrate teamwork skills (EI:010) (CS)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS) Lead change (EI:005) (CS)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS)
Performance Element	Acquire foundational knowledge of business ethics to demonstrate trustworthiness.
Performance Indicators	Describe the nature and scope of corporate social responsibility (SP) Explain environmental factors that shape ethical decision making (MN) Explain the nature of organizational culture (EI:064) (MN) Describe the impact of an organization's culture on ethical decision making (MN) Discuss the nature and scope of ethical conflict (MN)
Instructional Area	Information Management
Performance Element	Use information literacy skills to increase workplace efficiency and effectiveness.
Performance Indicators	Assess information needs (NF:077) (CS) Obtain needed information efficiently (NF:078) (CS) Evaluate quality and source of information (NF:079) (CS) Apply information to accomplish a task (NF:080) (CS)

Instructional Area	Information Management (cont'd)
Performance Element	Maintain business records to facilitate business operations.
Performance Indicators	Describe the nature of business records (NF:001, NF LAP 1) (SP)
Instructional Area	Marketing
Performance Element	Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.
Performance Indicators	Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.) (MK:019) (SP)
Instructional Area	Operations
Performance Element	Abide by risk management policies and procedures for technology to minimize loss.
Performance Indicators	Discuss ethical issues associated with business computer use (CS) Explain security issues associated with business computer use (CS) Adhere to technology safety and security policies (e.g., acceptable use policy, web page policies) (CS) Apply ergonomic techniques to technology tasks (CS) Adhere to laws pertaining to computer crime, fraud, and abuse (CS) Follow procedures used to restart and recover from computer situations (e.g., system failure, virus infection) (CS) Follow policies to prevent loss of data integrity (CS) Adhere to organization's policies for technology use (CS)
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ)
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Explain the need for innovation skills (PD:126) (CS) Make decisions (PD:017, PD LAP 10) (CS) Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS) Demonstrate appropriate creativity (PD:012, PD LAP 2) (SP) Use time-management skills (PD:019, OP LAP 1) (SP)

Instructional Area	Product/Service Management
Performance Element	Acquire a foundational knowledge of product/service management to understand its nature and scope.
Performance Indicators	Identify the impact of product life cycles on marketing decisions (PM:024) (SP)
Performance Element	Employ product-mix strategies to meet customer expectations.
Performance Indicators	Explain the concept of product mix (PM:003, PM LAP 3) (SP)
Performance Element	Position products/services to acquire desired business image.
Performance Indicators	Describe factors used by marketers to position products/services (PM:042) (SP) Explain the nature of product/service branding (PM:021, PM LAP 6) (SP)
Performance Element	Position company to acquire desired business image.
Performance Indicators	Explain the nature of corporate branding (PM:206) (SP) Describe factors used by businesses to position corporate brands (PM:207) (SP)
Instructional Area	Promotion
Performance Element	Understand promotional channels used to communicate with targeted audiences.
Performance Indicators	Explain types of advertising media (PR:007, PR LAP 3) (SP)

**Career Courses:
Grade 14**

During grade 14, students should enroll in 15 hours each semester. The curriculum will be composed solely of career courses. *Integrated Marketing Communications*, *Marketing Research*, *Principles of Management*, and *Introduction to Entrepreneurship* are all to be taken during the first semester of grade 14. During the second semester, students should take *Consumer Behavior*, *Digital Marketing*, *Marketing Management*, and *Organizational Behavior*. Students should also continue their internship during both semesters.

Upon coursework completion, students will have a broad foundation in business administration as well as a concentration in marketing. More advanced study in business administration/marketing can be pursued at four-year institutions where students can specialize in a marketing pathway.

**Alternative
Assessment**

At the end of the 14th year, students should have completed their portfolios. The completed portfolios should contain a final listing of knowledge and skills acquired by the students and letters of recommendation from employer(s).

The following rubrics could also be used to assess student mastery of *Principles of Management* course content:

Marketing Education Resource Center. (2006). *Performance assessment rubric: Conducting an environmental scan*. Columbus, OH: Author.

Marketing Education Resource Center. (2006). *Performance assessment rubric: Developing a project plan*. Columbus, OH: Author.

The following rubric could also be used to assess student mastery of *Marketing Management* course content:

Marketing Education Resource Center. (2000). *Performance assessment rubric: Marketing planning*. Columbus, OH: Author.

The following rubric could also be used to assess student mastery of *Organizational Behavior* course content:

Marketing Education Resource Center. (2002). *Performance assessment rubric: Time-management principles*. Columbus, OH: Author.

**CTSO
Involvement**

Students should be encouraged to continue their membership in Delta Epsilon Chi, Phi Beta Lambda, or BPA. They should participate in competitive events, if possible. Students should demonstrate leadership in the organization by serving as officers and/or committee chairpersons.

**Experiential
Learning/
Business
Community
Involvement**

Students should continue participation in an internship in a job that requires the student to demonstrate advanced marketing knowledge and skills.

Course Title	Integrated Marketing Communications
Description	In <i>Integrated Marketing Communications</i> , students develop an understanding of many aspects of marketing communications, including promotional strategies, target marketing, and technology, trends, and issues in marketing communications. Students identify promotional messages that appeal to targeted audiences, study design principles, and conduct media planning and placement. The course also focuses on services offered by the marketing-communications industry and professional development opportunities in integrated marketing communications.
Performance Indicators	46
Credit	3 credits
Recommended Sequence	First semester of grade 14
Instructional Area	Information Management
Performance Element	Utilize information-technology tools to manage and perform marketing-communications responsibilities.
Performance Indicators	Explain ways that technology impacts marketing communications (NF:100) (SP)
Instructional Area	Marketing
Performance Element	Understand the relationship between marketing and marketing communications to show command of their nature and scope.
Performance Indicators	Differentiate between service marketing and product marketing (MK:008) (CS) Discuss the relationship between promotion and marketing (MK:018) (CS)
Instructional Area	Operations
Performance Element	Understand security issues with technology to protect customer information and corporate image.
Performance Indicators	Explain security considerations in marketing communications (OP:193) (CS)

Instructional Area	Professional Development
Performance Element	Acquire information about the marketing communications industry to aid in making career choices.
Performance Indicators	Describe traits important to the success of employees in marketing communications (PD:045) (CS) Describe employment opportunities in the marketing communications industry (structure, jobs in, structures in different size agencies, key departments in) (PD:052) (SP) Explain factors affecting the growth and development of the marketing communications industry (PD:118) (SP) Discuss the economic and social effects of marketing communications (PD:113) (SP) Analyze marketing communications careers to determine careers of interest (PD:159) (SP)
Performance Element	Utilize career-advancement activities to enhance professional development in marketing communications.
Performance Indicators	Conduct self-assessment of marketing-communications skill set (PD:127) (SP) Identify requirements for professional certifications in marketing communications (PD:142) (SP) Assess the services of professional organizations in marketing communications (PD:145) (SP)
Instructional Area	Market Planning
Performance Element	Employ marketing information to plan marketing activities.
Performance Indicators	Identify ways to segment markets for marketing communications (MP:028) (SP) Describe the nature of target marketing in marketing communications (MP:029) (SP) Describe current issues/trends in marketing communications (MP:030) (SP)
Instructional Area	Product/Service Management
Performance Element	Understand product/service management activities to demonstrate in-depth understanding of their nature and scope.
Performance Indicators	Explain the concept of "product" in marketing communications (PM:091) (SP) Describe services offered by the marketing-communications industry (PM:220) (SP)

Instructional Area	Promotion
Performance Element	Understand promotion activities to show an in-depth understanding of their nature and scope.
Performance Indicators	<p>Explain considerations affecting global promotion (PR:117) (SP)</p> <p>Explain the marketing-communications development process (PR:316) (SP)</p>
Performance Element	Utilize word-of-mouth strategies to build brand and to promote products.
Performance Indicators	<p>Explain the nature of word-of-mouth (WOM) strategies (PR:319) (SP)</p> <p>Explain the nature of buzz-marketing (PR:317) (SP)</p> <p>Explain considerations in developing viral marketing campaigns (PR:312) (SP)</p> <p>Describe considerations in developing customer evangelists (PR:273) (SP)</p> <p>Explain the use of celebrities/influencers as a WOM strategy (PR:321) (SP)</p> <p>Describe referral programs that can be used to build brand/promote products (PR:277) (SP)</p> <p>Explain the use of product placement (PR:323) (SP)</p>
Performance Element	Understand the use of direct marketing to attract attention and to build brand.
Performance Indicators	<p>Discuss types of direct marketing strategies (PR:301) (SP)</p> <p>Explain the role of media in delivering direct marketing messages (PR:320) (SP)</p>
Performance Element	Evaluate advertising copy strategies that can be used to create interest in advertising messages.
Performance Indicators	<p>Identify effective advertising headlines (PR:330) (SP)</p> <p>Describe copy strategies (PR:126) (SP)</p> <p>Discuss the nature of effective direct-marketing copy (PR:294) (SP)</p> <p>Identify promotional messages that appeal to targeted markets (PR:332) (SP)</p>
Performance Element	Understand design principles to be able to communicate needs to designers.
Performance Indicators	<p>Describe the use of color in advertisements (PR:123) (SP)</p> <p>Describe the elements of design (PR:222) (SP)</p> <p>Explain the use of illustrations in advertisements (PR:322) (SP)</p> <p>Discuss the nature of typography (PR:295) (SP)</p> <p>Explain type styles used in advertisements (PR:326) (SP)</p> <p>Describe effective advertising layouts (PR:275) (SP)</p> <p>Identify types of drawing media (PR:334) (SP)</p> <p>Explain the impact of color harmonies on composition (PR:314) (SP)</p> <p>Describe digital color concepts (PR:274) (SP)</p>

Instructional Area	Promotion (cont'd)
Performance Element	Assess advertisements to ensure achievement of marketing communications goals/objectives.
Performance Indicators	Check advertising proofs (PR:130) (SP)
Performance Element	Manage media planning and placement to enhance return on marketing investment.
Performance Indicators	Determine advertising reach of media (PR:225) (SP) Read media schedule (PR:348) (SP) Calculate media costs (PR:009, PR LAP 6) (SP) Choose appropriate media outlets (PR:230) (SP)

Course Title	Marketing Research
Description	In this hands-on course, students develop an awareness and understanding of marketing research. Students collect and process marketing data, use statistical methods and software systems to interpret that data, and share their findings with others. Technology is used throughout the course, and career opportunities in marketing research are stressed.
Performance Indicators	47
Credit	3 credits
Recommended Sequence	First semester of grade 14
Instructional Area	Communication Skills
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Prepare complex written reports (CO:009) (MN)
Instructional Area	Operations
Performance Element	Implement security precautions to protect marketing research.
Performance Indicators	Explain security considerations in marketing research (OP:174) (SP)
Instructional Area	Professional Development
Performance Element	Acquire information about the marketing research industry to aid in making career choices.
Performance Indicators	Identify career opportunities in marketing research (PD:140) (SP) Explain the role and responsibilities of marketing researchers (PD:139) (SP)
Performance Element	Utilize career-advancement activities to enhance professional development in marketing research.
Performance Indicators	Determine professional certification requirements in marketing research (PD:129) (SP) Assess the services of professional organizations in marketing research (PD:143) (SP)
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Instructional Area	Marketing-Information Management
Performance Element	Evaluate marketing research procedures and findings to assess their credibility.
Performance Indicators	<p>Identify sources of error and bias (e.g., response errors, interviewer errors, non-response errors, sample design) (IM:292) (SP)</p> <p>Evaluate questionnaire design (e.g., types of questions, question wording, routing, sequencing, length, layout) (IM:293) (SP)</p> <p>Assess information sources on basis of strengths and weaknesses (IM:294) (SP)</p> <p>Assess timeliness of research information (IM:295) (SP)</p> <p>Assess appropriateness of research methods for problem/issue (IM:296) (SP)</p>
Performance Element	Assess marketing-information needs to develop a marketing information management system.
Performance Indicators	<p>Assess marketing information needs (IM:182) (MN)</p> <p>Identify issues and trends in marketing research (IM:364) (MN)</p>
Performance Element	Design quantitative marketing-research activities to ensure accuracy, appropriateness, and adequacy of data-collection efforts.
Performance Indicators	<p>Explain the nature of actionable research (IM:359) (SP)</p> <p>Compare business objectives with the expected use of the marketing-research outcomes (IM:312) (SP)</p>
Performance Element	Collect secondary marketing data to ensure accuracy and adequacy of information for decision-making.
Performance Indicators	<p>Track environmental changes that impact marketing (e.g., technological changes, consumer trends, economic changes, regulatory changes, etc.) (IM:409) (SP)</p> <p>Monitor sales data (by volume, product, territory, channel, time period, etc.) (IM:379) (SP)</p> <p>Identify transactional data through electronic means (e.g., bar coding, optical scanners, automatic replenishment systems, electronic data interchange [EDI], and reader-sorters) (IM:368) (SP)</p> <p>Measure market size and composition (IM:373) (SP)</p>
Performance Element	Implement primary marketing-research strategy to test hypotheses and/or to resolve issues.
Performance Indicators	<p>Administer questionnaires (IM:297) (SP)</p> <p>Conduct telephone interviews (IM:328) (SP)</p> <p>Employ techniques to assess ongoing behavior (e.g., business records; manual record sheets; electronic recording devices for telephone, personal, and computer interviewing; smart cards; audio-visual equipment) (IM:349) (SP)</p> <p>Conduct in-depth interviews (IM:322) (SP)</p>

Instructional Area	Marketing-Information Management (cont'd)
Performance Element	Process data to translate marketing information into useful insights/knowledge.
Performance Indicators	Edit research data (IM:348) (SP) Group and score research data (IM:362) (SP) Conduct error detection/edit routines (IM:318) (SP) Tabulate data (IM:402) (SP) Create data matrix (IM:331) (SP) Select and use appropriate data support systems (IM:397) (SP) Analyze narrative text (e.g., sorting, classifying/categorizing, identifying patterns, interpreting, selecting mechanical analysis approaches) (IM:304) (SP) Interpret research data into information for decision making (IM:372) (SP)
Performance Element	Apply statistical methods and software systems to aid in data interpretation.
Performance Indicators	Set confidence levels (IM:400) (SP) Test for significant differences (IM:405) (SP) Test for relationships (IM:404) (SP) Test for associations (IM:403) (SP) Use statistical inferences to make estimates or to test hypotheses (IM:412) (SP) Identify types of modeling techniques (IM:369) (SP) Apply mathematical modeling techniques (IM:308) (SP) Use statistical software systems (e.g., SPSS, Excel, Access, etc.) (IM:413) (SP)
Performance Element	Interpret research data into information for decision-making.
Performance Indicators	Interpret descriptive statistics for marketing decision making (IM:416) (SP) Interpret correlations (IM:370) (SP)
Performance Element	Report findings to communicate research information to others.
Performance Indicators	Display data in charts/graphs or in tables (IM:347) (SP) Write executive summary of research report (IM:414) (SP) Prepare and use presentation software to support reports (IM:386) (SP) Present findings orally (IM:391) (SP) Prepare written reports for decision-making (IM:390) (SP) Post marketing results electronically (IM:383) (SP)

Course Title	Principles of Management
Description	<i>Principles of Management</i> expands student understanding of management. It exposes students to management functions and several types of management, including human resources management, information management, knowledge management, project management, quality management, risk management, and strategic management. Managerial ethics are stressed, and students develop managerial and supervisory skills throughout the course.
Performance Indicators	47
Credit	3 credits
Recommended Sequence	First semester of grade 14
Instructional Area	Customer Relations
Performance Element	Foster positive relationships with customers to enhance company image.
Performance Indicators	Explain management's role in customer relations (CR:008) (MN)
Instructional Area	Financial Analysis
Performance Element	Identify potential business threats and opportunities to protect a business's financial well-being.
Performance Indicators	Identify speculative business risks (FI:080) (MN) Explain the nature of risk management (FI:084, BA LAP 2) (MN)
Instructional Area	Human Resources Management
Performance Element	Understand the role and function of human resources management to obtain a foundational knowledge of its nature and scope.
Performance Indicators	Explain the role of ethics in human resources management (HR:411) (SP) Describe the use of technology in human resources management (HR:412) (SP)

Instructional Area	Human Resources Management (cont'd)
Performance Element	Implement organizational skills to facilitate others' work efforts.
Performance Indicators	<p>Assist employees with prioritizing work responsibilities (HR:385) (SU)</p> <p>Delegate work to others (HR:386) (SU)</p> <p>Coordinate efforts of cross-functional teams to achieve project/company goals (HR:387) (SU)</p> <p>Manage collaborative efforts (HR:388) (SU)</p> <p>Harmonize tasks, projects, and employees in the context of business priorities (HR:389) (SU)</p>
Performance Element	Staff a business unit to satisfy work demands while adhering to budget constraints.
Performance Indicators	<p>Determine hiring needs (HR:353) (SU)</p> <p>Screen job applications/resumes (HR:354) (SU)</p> <p>Interview job applicants (HR:355) (SU)</p> <p>Discuss employee compensation (HR:390) (SU)</p> <p>Select and hire new employees (HR:356) (SU)</p> <p>Conduct exit interviews (HR:357) (SU)</p> <p>Dismiss/Fire employees (HR:358) (SU)</p> <p>Maintain human resources records (HR:359) (SU)</p>
Performance Element	Manage staff growth and development to increase productivity and employee satisfaction.
Performance Indicators	<p>Orient new employees (management's role) (HR:361, MN LAP 44) (SU)</p> <p>Explain the role of training and human resources development (HR:362, MN LAP 42) (SU)</p> <p>Explain the nature of management/supervisory training (HR:363, MN LAP 50) (SU)</p>
Instructional Area	Information Management
Performance Element	Acquire information to guide business decision-making.
Performance Indicators	<p>Describe current business trends (NF:013) (SP)</p> <p>Monitor internal records for business information (NF:014) (SP)</p> <p>Conduct an environmental scan to obtain business information (NF:015) (SP)</p> <p>Interpret statistical findings (NF:093) (SP)</p>

Instructional Area	Professional Development
Performance Element	Explore professional development opportunities to enhance management skills.
Performance Indicators	Identify continuing education courses or programs available to enhance management skills (SP) Describe certifications for management professionals (e.g., American Management Association [AMA], American National Standards Institute [ANSI]) (SP) Identify professional association opportunities for management professionals (e.g., educational opportunities, networking, conferences, newsletters, publications) (SP)
Instructional Area	Strategic Management
Performance Element	Recognize management's role to understand its contribution to business success.
Performance Indicators	Explain the nature of managerial ethics (SM:002) (MN) Describe factors that influence management (MN) Explain management theories and their applications (MN)
Performance Element	Utilize planning tools to guide organization's/department's activities.
Performance Indicators	Explain the nature of business plans (SM:007, SM LAP 1) (MN) Explain external planning considerations (SM:011, MN LAP 43) (MN)
Performance Element	Control an organization's/department's activities to encourage growth and development.
Performance Indicators	Describe the nature of managerial control (control process, types of control, what is controlled) (SM:004) (SP)
Instructional Area	Knowledge Management
Performance Element	Acquire a foundational understanding of knowledge management to understand its nature and scope.
Performance Indicators	Explain the nature of knowledge management (SP) Discuss the role of ethics in knowledge management (SP) Explain the use of technology in knowledge management (SP) Explain legal considerations for knowledge management (SP)

Instructional Area	Project Management
Performance Element	Utilize project management skills to start, run, and end projects.
Performance Indicators	Explain the nature of project management (OP:158) (SP) Explain the nature of a project life cycle (SP) Explain standard project-management processes (SP) Identify resources needed for project (OP:003) (SP) Develop project plan (OP:001) (SP) Apply project-management tools to monitor project progress (OP:002) (SP) Evaluate project results (OP:159) (SP)
Instructional Area	Quality Management
Performance Element	Understand the role and function of quality management to obtain a foundational knowledge of its nature and scope.
Performance Indicators	Explain the nature of quality management (SP) Describe the nature of quality management frameworks (e.g., Six Sigma, ITIL, CMMI) (SP)

Course Title	Introduction to Entrepreneurship
Description	This course introduces students to the concept of entrepreneurship. Students acquire knowledge of the nature and scope of entrepreneurship, the impact of entrepreneurship on market economies, small business opportunities in international trade, and the fundamental differences between entrepreneurship and intrapreneurship. Students examine and develop the personal traits and behaviors fundamental to becoming a successful entrepreneur, and they are exposed to the entrepreneurial process. Students engage in entrepreneurial discovery, determine the feasibility of venture ideas, and conduct business planning necessary to turn a venture idea into reality.
Performance Indicators	41
Credit	3 credits
Recommended Sequence	First semester of grade 14
Instructional Area	Business Law
Performance Element	Acquire knowledge of business ownership to establish and continue business operations.
Performance Indicators	Identify sources of business start-up information (MN:187) (SP) Evaluate business acquisition options (MN)
Instructional Area	Economics
Performance Element	Understand economic systems to be able to recognize the environments in which businesses function.
Performance Indicators	Determine the impact of small business/entrepreneurship on market economies (EC:065) (CS)
Performance Element	Determine global trade's impact on business decision-making.
Performance Indicators	Describe small-business opportunities in international trade (EC:066) (SP)

Instructional Area	Emotional Intelligence
Performance Element	Develop personal traits/behaviors to foster successful entrepreneurial performance.
Performance Indicators	Describe desirable entrepreneurial personality traits (CS) Conduct self-assessment to determine entrepreneurial potential (CS) Assess risks of personal decisions (CS) Assume personal responsibility for decisions (CS) Develop tolerance for ambiguity (SP)
Instructional Area	Entrepreneurship
Performance Element	Acquire a foundational understanding of entrepreneurship to understand its nature and scope.
Performance Indicators	Discuss the nature and scope of entrepreneurship (CS) Discuss common characteristics of entrepreneurs (CS) Explain the role of ethics in entrepreneurship (SP) Describe legal considerations for entrepreneurship (SP) Differentiate between entrepreneurship and intrapreneurship (SP) Discuss trends in entrepreneurship (SP)
Performance Element	Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.
Performance Indicators	Explain the need for entrepreneurial discovery (EN:001) (ON) Discuss entrepreneurial discovery processes (EN:002) (ON) Assess global trends and opportunities for business ventures (EN:003) (ON) Determine opportunities for venture creation (EN:004) (ON) Assess opportunities for venture creation (EN:005) (ON) Generate venture ideas (EN:006) (ON) Determine initial feasibility of business/product idea (PM:129) (MN)
Performance Element	Develop concept for new business venture to evaluate its success potential.
Performance Indicators	Describe entrepreneurial planning considerations (EN:007) (ON) Explain tools used by entrepreneurs for venture planning (EN:008) (ON) Assess start-up requirements (EN:009) (ON) Assess risks associated with venture (EN:010) (ON) Describe external resources useful to entrepreneurs during concept development (EN:011) (ON) Assess the need to use external resources for concept development (EN:012) (ON) Describe strategies to protect intellectual property (EN:013) (ON) Use components of business plan to define venture idea (EN:014) (ON)

Instructional Area	Entrepreneurship (cont'd)
Performance Element	Determine needed resources for a new business venture to contribute to its start-up viability.
Performance Indicators	Describe processes used to acquire adequate financial resources for venture creation/start-up (EN:015) (ON) Select sources to finance venture creation/start-up (EN:016) (ON)
Instructional Area	Professional Development
Performance Element	Participate in career-planning to enhance job-success potential.
Performance Indicators	Explain career opportunities in entrepreneurship (PD:066, PD LAP 4) (CS)
Instructional Area	Strategic Management
Performance Element	Utilize planning tools to guide organization's/department's activities.
Performance Indicators	Develop company goals/objectives (SM:008) (ON) Define business mission (SM:009) (ON) Conduct an organizational SWOT (SM:010) (ON) Identify and benchmark key performance indicators (e.g., dashboards, scorecards, etc.) (SM:027) (MN) Develop action plans (SM:012) (ON) Develop business plan (SM:013, SM LAP 2) (ON)
Performance Element	Control and organization's/department's activities to encourage growth and development.
Performance Indicators	Analyze operating results in relation to budget/industry (SM:005) (MN) Track performance of business plan (SM:006) (MN)

Course Title	Consumer Behavior
Description	In this course, students develop an understanding of consumer behavior concepts. Students discuss the nature and scope of consumer behavior, acquire knowledge of consumer decision-making models, and analyze external and internal influences on consumer behavior. The course stresses the relationship between consumer behavior and market segmentation, strategic planning, and marketing communications.
Performance Indicators	37
Credit	3 credits
Recommended Sequence	Second semester of grade 14
Instructional Area	Market Planning
Performance Element	Employ marketing-information to develop a marketing plan.
Performance Indicators	Describe the role of consumer behavior in strategic marketing planning (MN) Explain the relationship between market segmentation and consumer behavior (MN)
Instructional Area	Marketing-Information Management
Performance Element	Understand consumer behavior to facilitate economic exchanges with customers.
Performance Indicators	Discuss the nature and scope of consumer behavior (SP) Describe the nature of consumer decision-making models (SP) Explain the nature and scope of consumer life cycles (SP) Discuss the impact of individuals on organizational consumer behavior (SP) Explain the impact of globalization on domestic consumer behavior (SP)
Performance Element	Collect marketing information to ensure accuracy and adequacy of data for decision-making in marketing communications.
Performance Indicators	Analyze consumer behavior (e.g., media-consumption, buying, etc.) (IM:299) (SP)

Instructional Area	Marketing-Information Management (cont'd)
Performance Element	Acquire knowledge of external environmental influences on consumer behavior to understand what motivates decision-making.
Performance Indicators	<p>Describe the influence of culture on consumer behavior (SP)</p> <p>Explain subcultural aspects of consumer behavior (SP)</p> <p>Describe the concept of cross-cultural consumer behavior (SP)</p> <p>Explain the relationship between social class and consumer behavior (SP)</p> <p>Explain the nature of group dynamics (SP)</p> <p>Describe the relationship between reference groups and marketing (SP)</p> <p>Describe the roles of the family in the decision-making process (SP)</p> <p>Explain the concept of family life cycle (FLC) as a marketing tool (SP)</p>
Performance Element	Acquire knowledge of internal psychological influences on consumer behavior to understand what motivates decision-making.
Performance Indicators	<p>Describe the relationship between consumer needs and motivation (SP)</p> <p>Explain the nature of motivational research (SP)</p> <p>Describe personality theories (SP)</p> <p>Explain the use of personality characteristics to segment markets (MN)</p> <p>Discuss the nature of psychographics (SP)</p> <p>Explain the application of psychographics in marketing (MN)</p> <p>Discuss the influence of personality on consumer behavior (SP)</p> <p>Discuss the relationship of perception with marketing (SP)</p> <p>Describe types of consumer images (SP)</p> <p>Describe the relationship of symbolism with consumer behavior (SP)</p> <p>Describe the influence of perceived risk on purchase strategies (SP)</p> <p>Explain the impact of education on consumer decision-making (SP)</p> <p>Discuss the relevance of learning theories to marketing (SP)</p> <p>Explain the concept of brand loyalty (SP)</p> <p>Describe structural models of attitudes as predictors of behavior (MN)</p> <p>Describe ways to measure attitudes (SP)</p> <p>Describe the nature of consumer attitude formation (SP)</p> <p>Explain attitude-change strategies (MN)</p>
Instructional Area	Promotion
Performance Element	Understand the relationship between promotion and consumer behavior to communicate to targeted audiences.
Performance Indicators	<p>Describe the relationship between communication and consumer behavior (SP)</p> <p>Explain types of audiences (SP)</p> <p>Explain the credibility of sources of consumer communications (SP)</p>

Course Title	Digital Marketing
Description	This course focuses on types and methods of digital marketing. Students develop an understanding of digital promotion using databases, mobile technology, social media, and Internet websites. In addition, students digitally collect secondary marketing data, write content for use on the Web, develop strategies to safeguard digital data, and evaluate digital marketing efforts.
Performance Indicators	41
Credit	3 credits
Recommended Sequence	Second semester of grade 14
Instructional Area	Communication Skills
Performance Element	Write effectively to convey information.
Performance Indicators	Write content for use on the Web (CO:180) (SP)
Instructional Area	Economics
Performance Element	Acquire knowledge of information economics to determine the impact of information on decision-making.
Performance Indicators	Explain the nature and scope of information economics (SP)
Instructional Area	Information Management
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	Discuss the impact of the Internet on marketing (SP) Discuss trends in digital marketing (SP)

Instructional Area	Information Management (cont'd)
Performance Element	Utilize information-technology tools to manage and perform marketing-communications responsibilities.
Performance Indicators	<p>Compare the capabilities of SMS with MMS (NF:096) (SP)</p> <p>Discuss uses of RSS for promotional activities (NF:098) (SP)</p> <p>Explain the capabilities of tools used in web-site creation (NF:053) (SP)</p> <p>Discuss considerations in using mobile technology for promotional activities (NF:097) (SP)</p> <p>Describe considerations in using databases in marketing communications (NF:115) (SP)</p> <p>Maintain databases of information for marketing communications (NF:101) (SP)</p> <p>Mine databases for information useful in marketing communications (NF:103) (SP)</p>
Instructional Area	Operations
Performance Element	Understand security issues with technology to protect customer information and corporate image.
Performance Indicators	<p>Maintain data security (OP:164) (CS)</p> <p>Identify strategies for protecting business's web site (OP:123) (MN)</p> <p>Identify strategies to protect online customer transactions (OP:125) (MN)</p> <p>Develop strategies to protect digital data (OP:105) (MN)</p>
Instructional Area	Marketing-Information Management
Performance Element	Collect secondary marketing data to ensure accuracy and adequacy of information for decision-making.
Performance Indicators	<p>Obtain information from customer databases (IM:381) (SP)</p> <p>Discuss the nature of Internet marketing research (SP)</p> <p>Obtain marketing information from online sources (e.g., search engines, online databases, blogs, listserves, etc.) (IM:382) (SP)</p> <p>Data mine web log for marketing information (IM:333) (SP)</p>
Instructional Area	Promotion
Performance Element	Understand the use of social media in marketing communications to obtain customer attention and/or to gain customer insight.
Performance Indicators	<p>Describe the use of corporate blogging (PR:281) (SP)</p> <p>Explain the use of RSS feeds (PR:324) (SP)</p> <p>Discuss the use of podcasts (PR:298) (SP)</p> <p>Describe the use of advergaming (PR:280) (SP)</p> <p>Discuss the use of tagging (PR:300) (SP)</p> <p>Explain the use of social bookmarking (PR:325) (SP)</p>

Instructional Area	Promotion (cont'd)
Performance Element	Understand types of digital advertising strategies that can be used to achieve promotional goals.
Performance Indicators	<p>Explain the nature of online advertisements (PR:164) (SP)</p> <p>Explain the nature of e-mail marketing strategies (PR:165, PR LAP 13) (SP)</p> <p>Describe mobile advertising strategies (PR:276) (SP)</p> <p>Discuss the use of search-engine optimization strategies (PR:299) (SP)</p>
Performance Element	Evaluate advertising copy strategies that can be used to create interest in advertising messages.
Performance Indicators	<p>Describe the nature of effective Internet ad copy (PR:279) (SP)</p> <p>Explain the nature of effective mobile ad copy (PR:318) (SP)</p> <p>Assess content in digital media (PR:262) (MN)</p>
Performance Element	Assess advertisements to ensure achievement of marketing communications goals/objectives.
Performance Indicators	<p>Evaluate targeted e-mails (PR:310) (MN)</p> <p>Assess e-newsletter (PR:264) (MN)</p>
Performance Element	Understand how a website presence can be used to promote business/product.
Performance Indicators	<p>Explain website-development process (PR:328) (SP)</p> <p>Identify strategies for attracting targeted audience to website (PR:333) (SP)</p> <p>Describe technologies to improve website ranking/positioning on search engines/directories (PR:278) (MN)</p> <p>Explain website linking strategies (PR:327) (MN)</p> <p>Identify website design/components (PR:336) (MN)</p>
Performance Element	Evaluate effectiveness of advertising strategies to determine return on marketing investment.
Performance Indicators	<p>Discuss methods for measuring the effectiveness of website (MN)</p> <p>Evaluate digital marketing efforts (PR:306) (MN)</p>

Course Title	Marketing Management
Description	In <i>Marketing Management</i> , students develop managerial skills and understanding in such areas as channel management, market planning, pricing, product/service management, promotion, selling, and strategic management. Students select a target market, set marketing goals and objectives, select marketing metrics, and set a marketing budget as part of the development of an overall marketing plan. In addition, students select channels of distribution, set prices, plan a product mix, establish a promotional mix, and align marketing activities with business objectives. Career opportunities and ethical standards in marketing are also emphasized.
Performance Indicators	47
Credit	3 credits
Recommended Sequence	Second semester of grade 14
Instructional Area	Professional Development
Performance Element	Understand responsibilities in marketing to demonstrate ethical/legal behavior.
Performance Indicators	<p>Explain the need for professional and ethical standards in marketing (PD:137) (SP)</p> <p>Explain the responsibility of individuals to apply ethical standards in marketing (PD:138) (SP)</p> <p>Explain consequences of unprofessional and/or unethical behavior in marketing (PD:135) (SP)</p> <p>Discuss legal ramifications of breaching rules and regulations (PD:130) (SP)</p>
Performance Element	Acquire information about marketing management to aid in making career choices.
Performance Indicators	<p>Explain the nature of marketing management (PD:136) (SP)</p> <p>Explain career opportunities in marketing management (PD:133) (SP)</p>
Instructional Area	Strategic Management
Performance Element	Utilize planning tools to guide organization's/department's activities.
Performance Indicators	Align marketing activities with business objectives (SM:015) (MN)

Instructional Area	Channel Management
Performance Element	Manage channel activities to minimize costs and to determine distribution strategies.
Performance Indicators	Explain the nature of channel strategies (CM:009) (MN) Select channels of distribution (CM:010) (MN)
Instructional Area	Market Planning
Performance Element	Employ marketing-information to develop a marketing plan.
Performance Indicators	Identify considerations in implementing global marketing strategies (MP:002) (MN) Identify market segments (MP:004) (MN) Select target market (MP:005) (MN) Conduct market analysis (market size, area, potential, etc.) (MP:009) (MN) Conduct SWOT analysis for use in the marketing planning process (MP:010, IM LAP 8) (MN) Assess global trends and opportunities (MP:011) (MN) Conduct competitive analysis (MP:012) (MN) Forecast sales for marketing plan (MP:014) (MN) Set marketing goals and objectives (MP:015) (MN) Select marketing metrics (MP:016) (MN) Set marketing budget (MP:017) (MN) Develop marketing plan (MP:018) (MN)
Instructional Area	Pricing
Performance Element	Employ pricing strategies to determine optimal prices.
Performance Indicators	Determine cost of product (breakeven, ROI, markup) (PI:019) (MN) Calculate break-even point (PI:006, PI LAP 4) (MN) Establish pricing objectives (PI:044) (MN) Select pricing strategies (PI:046) (MN) Select pricing policies (PI:068) (MN) Determine discounts and allowances that can be used to adjust base prices (PI:022, PU LAP 3) (MN) Determine terms of trading (PI:063) (MN) Set prices (PI:007) (MN)

Instructional Area	Product/Service Management
Performance Element	Generate product ideas to contribute to ongoing business success.
Performance Indicators	Determine initial feasibility of product idea (PM:129) (MN) Adjust idea to create functional product (PM:204) (MN) Identify champion to push ideas through to fruition (PM:205) (MN) Create processes for ongoing opportunity recognition (PM:136) (MN)
Performance Element	Apply quality assurances to enhance product/service offerings.
Performance Indicators	Evaluate customer experience (PM:138) (MN)
Performance Element	Employ product-mix strategies to meet customer expectations.
Performance Indicators	Identify product to fill customer need (PM:130) (MN) Plan product mix (PM:006) (MN) Determine services to provide customers (PM:036) (MN)
Performance Element	Understand company's unique selling proposition to recognize what sets the company apart from its competitors.
Performance Indicators	Identify company's unique selling proposition (MK:016) (MN)
Performance Element	Employ product-development processes to maintain up-to-date product pipeline.
Performance Indicators	Explain new product-development processes (PM:241) (SP)
Performance Element	Assess product packaging to improve its function and to improve its brand recognition.
Performance Indicators	Assess product-packaging requirements (PM:213) (SP) Evaluate graphic design on packages (PM:236) (SP) Evaluate adequacy of product packaging (PM:233) (SP)
Performance Element	Position products/services to acquire desired business image.
Performance Indicators	Develop positioning concept for a new product idea (PM:228) (SP) Communicate core values of product/service (PM:214) (SP) Identify product's/service's competitive advantage (PM:246) (SP)

Instructional Area	Promotion
Performance Element	Manage promotional activities to maximize return on promotional investments.
Performance Indicators	Establish promotional mix (PR:237) (MN)
Instructional Area	Selling
Performance Element	Guide sales staff to improve their success rated and to minimize staff turnover.
Performance Indicators	Explain the nature of sales management (SE:079) (SU)

Course Title	Organizational Behavior
Description	<i>Organizational Behavior</i> focuses on the behavior of individuals, small groups, and entire business organizations. Students acquire knowledge and skills in such areas as business communications, motivation, teamwork, and leadership. In addition, organizational culture and conflict are emphasized, and students develop managerial and supervisory skills throughout the course.
Performance Indicators	34
Credit	3 credits
Recommended Sequence	Second semester of grade 14
Instructional Area	Communication Skills
Performance Element	Communicate with staff to clarify workplace objectives.
Performance Indicators	<p>Explain the nature of staff communication (CO:014) (CS)</p> <p>Choose appropriate channel for workplace communication (CO:092) (CS)</p> <p>Participate in a staff meeting (CO:063) (CS)</p> <p>Maintain confidentiality in dealing with personnel (SP)</p> <p>Provide directions for completing job tasks (CO:139) (SU)</p> <p>Update employees on business and economic trends (CO:172) (SU)</p> <p>Conduct a staff meeting (CO:140) (SU)</p>
Instructional Area	Emotional Intelligence
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Discuss organizational approaches to stress management and prevention (SP)
Performance Element	Implement teamwork techniques to accomplish goals.
Performance Indicators	<p>Discuss the nature of motivation theories (SP)</p> <p>Use consensus-building skills (EI:011) (SP)</p> <p>Motivate team members (EI:059) (SP)</p> <p>Encourage team building (EI:044) (SU)</p>

Instructional Area	Emotional Intelligence (cont'd)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Discuss the nature of leadership theories (SP) Distinguish between leadership and management (SP) Lead change in an organization (SU) Recognize/Reward others for their efforts and contributions (EI:014) (SU)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Maintain collaborative partnerships with colleagues (EI:061) (SP) Explain the impact of political relationships within an organization (EI:034) (SP) Discuss the nature of organizational behavior (SP) Discuss the impact of organizational culture on organizational behavior (SP) Describe the impact of organizational conflict (SP)
Performance Element	Apply ethics to demonstrate trustworthiness to staff.
Performance Indicators	Use ethics in staff supervision (SU)
Instructional Area	Human Resources Management
Performance Element	Manage staff growth and development to increase productivity and employee satisfaction.
Performance Indicators	Coach employees (HR:364) (SU) Discuss organizational reward systems (SU) Recognize/Reward employees (HR:365) (SU) Maintain ongoing discussion of issues related to compensation (HR:391) (SU) Train staff (HR:392) (SU) Supervise staff (HR:393) (SU) Assess employee performance (HR:368) (SU) Ensure equitable opportunities for employees (HR:367, MN LAP 55) (MN)
Performance Element	Resolve staff issues/problems to enhance productivity and improve employee relationships.
Performance Indicators	Handle employee complaints and grievances (HR:366, MN LAP 45) (SU) Explain issues associated with the payroll process (HR:394) (SU) Explain the nature of remedial action (HR:369) (SU)

Instructional Area	Professional Development
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	Discuss the impact of organizational culture on creativity and innovation (SP)

Course Title	Grade 14 Marketing Internship
Description	Students obtain 15-20 hours of planned, evaluated work experience weekly in jobs that reflect one of the five marketing pathways. Course enables students to utilize their studies, expand their perceptions of the work environment, and gain practical experience. Students are encouraged to maintain the same work site throughout their postsecondary educational experience.
Performance Indicators	90
Credit	Three credits per semester
Recommended Sequence	Both semesters of grade 14
Instructional Area	Communication Skills
Performance Element	Apply verbal skills to obtain and convey information.
Performance Indicators	Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Participate in group discussions (CO:053) (CS)
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.
Performance Indicators	Select and utilize appropriate formats for professional writing (CO:088) (CS) Edit and revise written work consistent with professional standards (CO:089) (CS) Prepare simple written reports (CO:094) (SP)
Performance Element	Communicate with staff to clarify workplace objectives.
Performance Indicators	Explain the nature of staff communication (CO:014) (CS) Choose appropriate channel for workplace communication (CO:092) (CS) Participate in a staff meeting (CO:063) (CS)
Instructional Area	Economics
Performance Element	Understand the nature of business to show its contributions to society.
Performance Indicators	Explain the organizational design of businesses (EC:103) (SP) Explain the nature of business ethics (EC:106) (SP)

Instructional Area	Economics (cont'd)
Performance Element	Understand economic systems to be able to recognize the environments in which businesses function.
Performance Indicators	Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS) Determine factors affecting business risk (EC:011, EC LAP 3) (CS)
Instructional Area	Emotional Intelligence
Performance Element	Develop personal traits to foster career advancement.
Performance Indicators	Exhibit self-confidence (EI:023) (PQ) Demonstrate interest and enthusiasm (EI:020, HR LAP 20) (PQ) Demonstrate initiative (EI:024, EI LAP 2) (PQ)
Performance Element	Apply ethics to demonstrate trustworthiness.
Performance Indicators	Demonstrate responsible behavior (EI:021, PD LAP 7) (PQ) Demonstrate honesty and integrity (EI:022, HR LAP 19) (PQ) Demonstrate ethical work habits (EI:004, EI LAP 4) (PQ)
Performance Element	Exhibit techniques to manage emotional reactions to people and situations.
Performance Indicators	Exhibit positive attitude (EI:019, EI LAP 3) (PQ) Demonstrate self control (EI:025, HR LAP 18) (PQ) Explain the use of feedback for personal growth (EI:003, HR LAP 3) (PQ) Adjust to change (EI:026, HR LAP 8) (PQ)
Performance Element	Identify with others' feelings, needs, and concerns to enhance interpersonal relations.
Performance Indicators	Respect the privacy of others (EI:029) (PQ) Show empathy for others (EI:030, EI LAP 12) (PQ) Exhibit cultural sensitivity (EI:033, EI LAP 11) (CS)
Performance Element	Use communication skills to foster open, honest communications.
Performance Indicators	Explain ethical considerations in providing information (EI:038) (SP)
Performance Element	Use communication skills to influence others.
Performance Indicators	Persuade others (EI:012) (SP) Demonstrate negotiation skills (EI:062, EI LAP 8) (SP)

Instructional Area	Emotional Intelligence (cont'd)
Performance Element	Manage stressful situations to minimize negative workplace interactions.
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS) Explain the nature of stress management (EI:028) (SP)
Performance Element	Implement teamwork techniques to accomplish goals.
Performance Indicators	Participate as a team member (EI:045) (CS) Demonstrate teamwork skills (EI:010) (CS) Motivate team members (EI:059) (SP)
Performance Element	Employ leadership skills to achieve workplace objectives.
Performance Indicators	Demonstrate adaptability (EI:006) (CS) Develop an achievement orientation (EI:027, EI LAP 10) (CS) Lead change (EI:005) (CS) Enlist others in working toward a shared vision (EI:060) (CS) Coach others (EI:041) (CS)
Performance Element	Manage internal and external business relationships to foster positive interactions.
Performance Indicators	Treat others fairly at work (EI:036, HR LAP 24) (PQ) Foster positive working relationships (EI:037, EI LAP 5) (CS) Maintain collaborative partnerships with colleagues (EI:061) (SP) Explain the impact of political relationships within an organization (EI:034) (SP) Explain the nature of organizational culture (EI:064) (MN) Discuss the nature of organizational behavior (SP) Discuss the impact of organizational culture on organizational behavior (SP) Describe the impact of organizational conflict (SP)
Performance Element	Acquire foundational knowledge of business ethics to demonstrate trustworthiness.
Performance Indicators	Explain environmental factors that shape ethical decision making (MN) Explain the nature of organizational culture (EI:064) (MN) Describe the impact of an organization's culture on ethical decision making (MN) Discuss the nature and scope of ethical conflict (MN)

Instructional Area	Financial Analysis
Performance Element	Identify potential business threats and opportunities to protect a business's financial well-being.
Performance Indicators	Identify speculative business risks (FI:080) (MN) Explain the nature of risk management (FI:084, BA LAP 2) (MN)
Instructional Area	Information Management
Performance Element	Use information literacy skills to increase workplace efficiency and effectiveness.
Performance Indicators	Assess information needs (NF:077) (CS) Obtain needed information efficiently (NF:078) (CS) Evaluate quality and source of information (NF:079) (CS) Apply information to accomplish a task (NF:080) (CS) Store information for future use (NF:081) (CS)
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	Discuss the impact of the Internet on marketing (SP) Discuss trends in digital marketing (SP)
Performance Element	Acquire information to guide business decision-making.
Performance Indicators	Describe current business trends (NF:013) (SP) Monitor internal records for business information (NF:014) (SP)
Instructional Area	Marketing
Performance Element	Acquire foundational knowledge of customer/client/business behavior to understand what motivates decision-making.
Performance Indicators	Demonstrate connections between company actions and results (e.g., influencing consumer buying behavior, gaining market share, etc.) (MK:019) (SP)
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	Maintain appropriate personal appearance (PD:002, PD LAP 5) (PQ) Demonstrate systematic behavior (PD:009, HR LAP 4) (PQ) Set personal goals (PD:018, HR LAP 6) (CS)

Instructional Area	Professional Development (cont'd)
Performance Element	Utilize critical-thinking skills to determine best options/outcomes.
Performance Indicators	<p>Explain the need for innovation skills (PD:126) (CS)</p> <p>Make decisions (PD:017, PD LAP 10) (CS)</p> <p>Demonstrate problem-solving skills (PD:077, IS LAP 2) (CS)</p> <p>Demonstrate appropriate creativity (PD:012, PD LAP 2) (SP)</p> <p>Use time-management skills (PD:019, OP LAP 1) (SP)</p> <p>Discuss the impact of organizational culture on creativity and innovation (SP)</p>
Performance Element	Understand career opportunities in marketing to make career decisions.
Performance Indicators	Explain employment opportunities in marketing (PD:024, CD LAP 2) (CS)
Performance Element	Understand responsibilities in marketing to demonstrate ethical/legal behavior.
Performance Indicators	<p>Explain the need for professional and ethical standards in marketing (PD:137) (SP)</p> <p>Explain the responsibility of individuals to apply ethical standards in marketing (PD:138) (SP)</p>
Instructional Area	Market Planning
Performance Element	Employ marketing-information to develop a marketing plan.
Performance Indicators	<p>Explain the concept of marketing strategies (MP: 001, IM LAP 7) (CS)</p> <p>Identify considerations in implementing global marketing strategies (MP:002) (MN)</p> <p>Explain the concept of market and market identification (MP:003, IM LAP 9) (CS)</p>
Instructional Area	Marketing-Information Management
Performance Element	Assess marketing-information needs to develop a marketing information management system.
Performance Indicators	Assess marketing information needs (IM:182) (MN)
Performance Element	Collect secondary marketing data to ensure accuracy and adequacy of information for decision-making.
Performance Indicators	Track environmental changes that impact marketing (e.g., technological changes, consumer trends, economic changes, regulatory changes, etc.) (IM:409) (SP)

Instructional Area	Product/Service Management
Performance Element	Generate product ideas to contribute to ongoing business success.
Performance Indicators	Identify product opportunities (PM:134) (SP) Identify methods/techniques to generate a product idea (PM:127, PM LAP 11) (SP) Generate product ideas (PM:128) (SP)
Performance Element	Employ product-mix strategies to meet customer expectations.
Performance Indicators	Explain the concept of product mix (PM:003, PM LAP 3) (SP) Describe the nature of product bundling (PM:041) (SP)
Performance Element	Position products/services to acquire desired business image.
Performance Indicators	Describe factors used by marketers to position products/services (PM:042) (SP)
Performance Element	Position company to acquire desired business image.
Performance Indicators	Describe factors used by businesses to position corporate brands (PM:207) (SP)
Performance Element	Understand company's unique selling proposition to recognize what sets the company apart from its competitors.
Performance Indicators	Identify company's unique selling proposition (MK:016) (MN)
Performance Element	Employ product-development processes to maintain up-to-date product pipeline.
Performance Indicators	Explain new product-development processes (PM:241) (SP)

Appendix A

Marketing Pathways

Marketing Communications

A Marketing Communications career focuses on informing, reminding, and/or persuading a target audience. Examples of marketing communications activities include advertising, direct marketing, public relations, sales promotion, and digital marketing communications. Sample occupations include:

Account Executive - Advertising	Account Executive, Sr. - Advertising
Advertising Clerk	Advertising Coordinator
Advertising Manager	Advertising Sales Director
Assistant Account Executive	Assistant Media Buyer
Associate Account Executive	Electronic Marketing Manager
Events/Promotion Coordinator	Exhibit Display Coordinator
Exhibit Display Manager	Marketing Communication Manager
Media Buyer	Media Director
Media Planner	Media Supervisor
Package Design Manager	Public Relations Director
Public Relations Manager	Public Relations Specialist
Sales Promotion Manager	Sales Promotions Coordinator
Top Advertising Executive	Top Communications Executive
Top Public Relations Executive	Trade Show Manager

Marketing Management

Careers in Marketing Management focus on requiring broad, cross-functional knowledge of marketing and management. These functions include marketing-information management, pricing, product/service management, promotion, and selling. Sample occupations include:

Chief Marketing Officer	Marketing Director
Marketing Manager	Marketing Specialist
Product/Brand Manager	

Marketing Research

Careers in Marketing Research focus on utilizing qualitative and quantitative research methods to determine information needs, design data-collection processes, collect data, analyze data, and present data to be used to make business decisions. Sample occupations include:

Assistant Market Analyst	Assistant Product Analyst
Customer-Insights Specialist	Market Research Interviewers
Marketing Research Analyst	Marketing Research Director
Marketing Research Manager	Marketing Research Supervisor

Merchandising

Careers in Merchandising focus on efficient and effective product planning, product selection, buying, licensing, and inventory control. Sample occupations include:

Assistant Buyer	Buyer
Buyer Trainee	Merchandise Division Manager
Merchandise Manager	Merchandiser
Merchandising Assistant	Merchandising Coordinator

**Professional
Selling**

Careers in Professional Selling focus on offering services, equipment, machines, supplies, parts, and finished goods to other businesses to use for business operations, for the manufacture of other products, for samples passed on to others, or for resale/provision to others. These occupations require in-depth knowledge of the target customer such as the customer's needs, business, competitors, and products; pre-sales activities; sales processes and techniques; and servicing after the sale. Sample occupations include:

Account Executive	Regional Sales Manager
Broker	Sales Agent
Director of Sales	Sales Engineer
District Sales Manager	Sales Executive
Industrial Sales Agent	Sales Representative
Marketing Sales Consultant	Territorial Sales Manager
National Sales Manager	Vice President of Sales
Manufacturer's Sales Representative	

Appendix B

Knowledge and Skill Statements

Business Law	Understands business's responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions
Communication Skills	Understands the concepts, strategies, and systems used to obtain and convey ideas and information
Customer Relations	Understands the techniques and strategies used to foster positive, ongoing relationships with customers
Economics	Understands the economic principles and concepts fundamental to business operations
Emotional Intelligence	Understands techniques, strategies, and systems used to foster self-understanding and enhance relationships with others
Entrepreneurship	Understands the concepts, processes, and skills associated with identifying new ideas, opportunities, and methods and with creating or starting a new project or venture
Financial Analysis	Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources
Human Resources Management	Understands the tools techniques, and systems that businesses use to plan, staff, lead, and organize its human resources
Information Management	Understands tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making
Marketing	Understands the tools, techniques, and systems that businesses use to create exchanges and satisfy organizational objectives
Operations	Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning
Professional Development	Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career
Strategic Management	Understands tools, techniques, and systems that affect a business's ability to plan, control, and organize an organization/department

Channel Management	Understands the concepts and processes needed to identify, select, monitor, and evaluate sales channels
Marketing-Information Management	Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions
Market Planning	Understands the concepts and strategies utilized to determine and target marketing strategies to a select audience
Pricing	Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value
Product/Service Management	Understands the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities
Promotion	Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome
Selling	Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities

Appendix C

Professional Organizations

- Advertising Educational Foundation
- Advertising Federation of Australia
- Advertising Research Foundation
- American Advertising Federation
- American Marketing Association
- Association of Interactive Marketing
- Association of International Product Marketing and Management
- Association of National Advertisers
- Australian Retailers Association
- Canadian Marketing Association
- Canadian Professional Sales Association
- Canadian Retail Institute
- Council of American Survey Researchers
- Council of Public Relations Firms
- Direct Marketing Association
- Institute of Customer Service
- Institute for Sales & Marketing Management (England)
- Interactive Advertising Bureau
- International Advertising Association
- International Customer Service Association
- International Public Relations Association
- Management Standards Centre
- Marketing Research Society
- National Association for Professional and Advertising Allowances
- National Association of Sales Professionals
- National Retail Federation
- Outdoor Advertising Association of America
- Point of Purchase Advertising International
- Product Development and Management Association
- Public Relations Institute of Australia
- Public Relations Society of America
- Sales and Marketing Executives International
- Technical Sales Association
- The Chartered Institute of Marketing
- The Institute of Sales and Marketing Management
- United Professional Sales Association

Appendix D

Marketing Certifications

American Marketing Association offers:

- Professional Certified Marketer (PCM)

The Chartered Institute of Marketing offers:

- Certificate in Marketing Communications
- Introductory Certificate in Marketing
- Professional Certificate in Marketing
- Professional Diploma in Marketing
- Professional Postgraduate Diploma in Marketing

The Direct Marketing Association offers:

- Search Engine Marketing (SEMC)
- Certificate in Direct Marketing

eMarketing Association offers:

- Certified eMarketer (CeM)
- Certified eMarketing Associate (CeMA)

ESOMAR offers:

- The ISO 20252 (standards for market, opinion and social research)

Institute for the Assessment of Skills and Knowledge of Business offers:

- A*S*K Concepts of Entrepreneurship and Management Certification
- A*S*K Concepts of Finance Certification
- A*S*K Fundamental Business Concepts Certification
- A*S*K Fundamental Marketing Concepts Certification

International Association of Business Communicators offers:

- Accredited Business Communicator (ABC)

Marketing Research Association (MRA) offers:

- Professional Researcher Certification at three levels of experience and knowledge—
Expert, Practitioner, and Associate

MRS/City & Guilds offers:

- Certificate in Interviewing Skills
- Certificate in Market & Social Research
- Diploma in Market & Social Research Practice

National Association of Sales Professionals offers:

- Certified Professional Sales Person (CPSP)

National Retail Federation Foundation offers:

- The Retail Readiness Assessment (RRA)

Public Relations Society of America offers:

- Accredited in Public Relations (APR)

Sales and Marketing Executives International offers:

- Certified Marketing Executive (CME)
- Certified Sales Executive (CSE)
- Certified Professional Salesperson (CPSP)

United Professional Sales Association (UPSA) offers:

- Certified and Registered Sales Associate (CRSA)
- Certified and Registered Sales Professional (CRSP)

Appendix E

Career Opportunities at Multiple Exit Points

Exit Points	Marketing Career Opportunities	O*Net Codes
High School Diploma	Advertising Clerk	43-9199.99
	Amusement and Recreation Attendant	39-3091.00
	Cashier	41-2011.00
	Concierge	39-6012.00
	Customer Service Representative	43-4051.00
	Hotel Front Desk Clerk	43-4081.00
	Restaurant Host/Hostess	35-9031.00
	Retail Sales Associate	41-2031.00
	Sales Representative	41-3099.99
	Stock Clerk	43-5081.01
	Wait Staff	35-3031.00
2-Year Degree	Advertising Sales Agent	41-3011.00
	Department Manager	41-1011.00
	Event/Conference Planner	13-1121.00
	Hotel Front Office Manager	11-9081.00
	Retail Sales Associate	41-2031.00
	Sales Representative	41-3099.99
	Store Manager	11-1021.00
	Ticket Agent	43-4181.00
4-Year Degree	Travel Agent	41-3041.00
	Account Executive—Advertising	41-3011.00
	Account Executive, Sr.—Advertising	41-3011.00
	Advertising Coordinator	11-2011.00
	Advertising Manager	11-2011.00
	Advertising Sales Director	11-2011.00
	Assistant Account Executive	41-3011.00
	Assistant Buyer	13-1022.00
	Assistant Market Analyst	19-3021.00
	Assistant Product Analyst	19-3021.00
	Assistant Media Buyer	13-1022.00
	Associate Account Executive	41-3011.00
	Buyer	13-1022.00
	District Sales Manager	11-2022.00
	Food Service Manager	11-9051.00
	Industrial Sales Agent	41-4011.00
	Lodging Manager	11-9081.00
	Manufacturer's Sales Representative	41-4011.00
	Market Research Interviewer	43-4111.00
	Marketing Communications Director	11-2021.00
	Marketing Manager	11-2021.00
	Marketing Research Analyst	19-3021.00
	Marketing Research Director	19-3021.00
	Marketing Research Manager	19-3021.00
	Marketing Research Supervisor	19-3021.00
	Media Buyer	13-1022.00

Exit Points	Marketing Career Opportunities	O*Net Codes
4-Year Degree (Cont'd.)	Media Director	11-2011.00
	Media Planner	27-3031.00
	Merchandise Division Manager	11-1021.00
	Merchandise Manager	11-1021.00
	National Sales Manager	11-2022.00
	Product/Brand Manager	11-2021.00
	Public Relations Director	11-2031.00
	Public Relations Manager	11-2031.00
	Public Relations Specialist	27-3031.00
	Regional Sales Manager	11-2022.00
	Sales Engineer	41-9031.00
	Territorial Sales Manager	11-2022.00
Master's Degree	Chief Marketing Officer	11-1011.00
	Marketing Director	11-2021.00
	Vice President of Sales	11-2022.00

Appendix F

Articulated Courses

**Articulated
Career Courses**

Students who successfully complete the high-school portion of the Marketing Program of Study should be given postsecondary credit for their career-course work. The 15 hours of credit should be based on the following articulated courses:

High School Courses

Leadership
Business and Marketing Essentials

Business and Marketing Essentials
Marketing Applications

Business and Marketing Essentials
Marketing Applications

Marketing Principles
Marketing Applications

Marketing Principles
Marketing Applications

Postsecondary Courses

Introduction to Business

Principles of Macroeconomics

Principles of Microeconomics

Principles of Marketing

Principles of Selling

High School Course Performance Indicators	Postsecondary Course Course Objectives
Leadership	Introduction to Business
Explain the concept of leadership (EI:009) (CS)	Discuss leadership qualities
Demonstrate teamwork skills (EI:010) (CS)	Develop team skills
Assess personal strengths and weaknesses (EI:002) (PQ)	Evaluate personal strengths and weaknesses
Make oral presentations (CO:025) (SP)	Make oral presentations
Business and Marketing Essentials	
Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)	Describe the private enterprise system
Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)	Discuss profit
Determine factors affecting business risk (EC:011, EC LAP 3) (CS)	Explain business risk
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss business competition
Explain the types of economic systems (EC:007, EC LAP 17) (CS)	Describe features of economic systems
Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)	Discuss economic goods and services
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Explain the interaction of supply and demand
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Discuss key economic concepts
Discuss the global environment in which businesses operate (EC:104) (SP)	Discuss the global business environment
Describe factors that affect the business environment (EC:105) (SP)	Discuss factors affecting business
Discuss the nature of information management (NF:110) (CS)	Explain the role of technology in information management
Determine the relationship between government and business (EC:008, EC LAP 16) (CSP)	Discuss the impact of government on the business community
Explain the nature of business ethics (EC:106) (SP)	Describe business ethics
Explain the role of business in society (EC:070, EC LAP 20) (CS)	Discuss social responsibility
Explain the organizational design of businesses (EC:103) (SP)	Discuss organizational design
Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)	Describe the marketing concept

High School Course Performance Indicators	Postsecondary Course Course Objectives
Business and Marketing Essentials (cont'd)	Introduction to Business (cont'd)
Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)	Discuss the role of marketing
Explain the concept of management (SM:001, BA LAP 6) (CS)	Describe management
Explain the concept of management (SM:001, BA LAP 6) (CS)	Describe the planning process
Discuss the nature of human resources management (HR:410) (CS)	Explain human resources management
Explain the concept of production (OP:017, BA LAP 1) (CS)	Discuss the role of production
Explain the nature of operations (OP:189) (CS)	Describe operations
Explain the role of finance in business (FI:354, FI LAP 7) (CS)	Describe finance
Explain the concept of accounting (FI:085, FI LAP 5) (CS)	Discuss accounting
Explain types of business ownership (BL:003, BA LAP 7) (CS)	Distinguish among forms of business ownership
Demonstrate word processing skills (NF:007) (PQ)	Demonstrate word processing skills
Demonstrate basic web-search skills (NF:006) (PQ)	Demonstrate Internet search skills
Select and utilize appropriate formats for professional writing (CO:088) (CS)	Prepare written assignments

Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Introduction to Business* course objectives. These community colleges include:

- Austin Community College, Austin, TX
- Community College of Rhode Island, Warwick, RI
- Nashville State Technical Community College, Nashville, TN
- Northern Essex Community College, Haverhill, MA

References

- Austin Community College Management Department. (n.d.). *Business principles/BUSI 1301 course master syllabus*. Retrieved July 11, 2008, from <http://www.austincc.edu/mgmt/documents/BusinessPrinciples.pdf>
- Lalonde, K. (n.d.). *Introduction to business (BUS101) syllabus*. Retrieved July 11, 2008, from http://faculty.necc.mass.edu/dbDriven/_klalonde/BUS101/syllabus/bus101syl.doc
- Nashville State Technical Community College. (2007, August). *Intro to Business – BUS 1113 syllabus*. Retrieved July 11, 2008, from <http://www.nsc.edu/catalog/desc/syllabi/bus/BUS%201113.pdf>
- Warren, J. (2008, July 3). *Introduction to business overview*. Retrieved July 11, 2008, from <http://faculty.ccri.edu/jwarren/busoverview.shtml>

High School Course Performance Indicators	Postsecondary Course Course Objectives
Personal Finance	Principles of Macroeconomics
Explain types of investments (FI:077) (CS)	Discuss stocks, bonds
Explain the time value of money (FI:062) (CS)	Describe the time value of money
	Discuss the Federal Reserve System
Business and Marketing Essentials	
Explain the types of economic systems (EC :007, EC LAP 17) (CS)	Explain market economies
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Define scarcity
Explain the concept of production (OP:017, BA LAP 1) (CS)	Explain the concept of production
Explain the concept of economic resources (EC:003, EC LAP 14) (CS)	Describe factors of production
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain opportunity cost
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Define demand and supply
Explain the concept of productivity (EC:013, EC LAP 18) (CS)	Explain the nature of productivity
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Describe consumption
Explain the types of economic systems (EC :007, EC LAP 17) (CS)	Differentiate among types of economies
Marketing Applications	
	Discuss macroeconomic theory (e.g., classical, supply-side, Keynesian/demand-side)
Analyze impact of specialization/division of labor on productivity (EC:014, EC LAP 7) (SP)	Explain the concept of specialization
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain the circular flow of income
Explain the concept of Gross Domestic Product (GDP) (EC:017, EC LAP 1) (SP)	Describe the significance of Gross Domestic Product
Discuss the impact of a nation's unemployment rates (EC:082) (SP)	Explain types of unemployment
	Discuss the measurement of inflation

High School Course Performance Indicators	Postsecondary Course Course Objectives
Marketing Applications (cont'd)	Principles of Macroeconomics (cont'd)
Determine the impact of business cycles on business activities (EC:018, EC LAP 9) (SP)	Explain business cycles
Determine the relationship between government and business (EC:008, EC LAP 16) (CS) Describe the nature of taxes (EC:072) (SP)	Describe how government expenditures impact the economy
Describe the nature of taxes (EC:072) (SP)	Describe how taxation impacts the economy
	Differentiate between monetary and fiscal policy
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Discuss comparative advantage
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Discuss foreign trade

Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Principles of Macroeconomics* course objectives. These community colleges include:

- Edison Community College, Piqua, OH
- Labette Community College, Parsons, KS
- Pima Community College, Tucson, AZ
- Western Nebraska Community College, Scottsbluff, NE
- Wor-Wic Community College, Salisbury, MD

References

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- Western Nebraska Community College Division of Social Sciences. (2006, October 18). *Syllabus: Principles of economics (macro)*. Retrieved July 14, 2006, from <http://wncc.net/programs/coursepdf/ECON-2260.pdf>

High School Course Performance Indicators	Postsecondary Course Course Objectives
Business and Marketing Essentials	Principles of Microeconomics
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Describe the science of scarcity
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain opportunity cost
Distinguish between economic goods and services (EC:002, EC LAP 10) (CS)	Discuss public goods and common resources
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Discuss the market forces of supply and demand
Explain the principles of supply and demand (EC:005, EC LAP 11) (CS)	Explain elasticity and its applications
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain the efficiency of markets
Describe the functions of prices in markets (EC:006, EC LAP 12) (CS)	Discuss the role of prices
Explain the types of economic systems (EC:007, EC LAP 17) (CS)	Differentiate among types of economies
Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)	Discuss business profit
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Describe perfect competition
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Explain monopolies
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Explain monopolistic competition
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss the nature of oligopolies
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss government involvement in markets
Explain the concept of competition (EC:012, EC LAP 8) (CS)	Discuss market structure
Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)	Discuss consumer choice and behavior
Determine economic utilities created by business activities (EC:004, EC LAP 13) (CS)	Explain utility maximization
Explain the concept of productivity (EC:013, EC LAP 18) (CS)	Discuss production
Explain the concept of economic resources (EC:003, EC LAP 14) (CS)	Discuss factors of production
Explain the concept of private enterprise (EC:009, EC LAP 15) (CS)	Discuss income inequality

High School Course Performance Indicators	Postsecondary Course Course Objectives
Marketing Applications	Principles of Microeconomics (cont'd)
Explain the impact of the law of diminishing returns (EC:023) (SP)	Discuss the law of diminishing returns
Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS)	Explain the circular flow of economic activity
Describe the nature of taxes (EC:072) (SP)	Discuss the nature of taxation
	Discuss economies of scale
Explain the concept of organized labor and business (EC:015, EC LAP 5) (SP)	Explain the role of labor unions
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Discuss comparative advantage
Explain the nature of global trade (EC:016, EC LAP 4) (SP)	Explain international trade

Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Principles of Microeconomics* course objectives. These community colleges include:

- Edison Community College, Piqua, OH
- Pima Community College, Tucson, AZ
- West Valley College, A California Community College, Saratoga, CA
- Western Nebraska Community College, Scottsbluff, NE
- Wor-Wic Community College, Salisbury, MD

References

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- Nugent, C. (2006, January 2). *Economics 201 syllabus*. Retrieved July 14, 2008, from <http://nugent-economics.blogspot.com/2007/01/ecn-201-syllabus.html>
- Western Nebraska Community College Division of Social Sciences. (2006, October 18). *Syllabus: Principles of economics (micro)*. Retrieved July 14, 2008, from <http://www.wncc.net/programs/coursepdf/ECON-2230.pdf>

High School Course Performance Indicators	Postsecondary Course Course Objectives
Marketing Principles	Principles of Marketing
Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)	Describe marketing
Explain marketing and its importance in a global economy (MK:001, BA LAP 11) (CS)	Explain the marketing concept
Describe marketing functions and related activities (MK:002, MK LAP 1) (CS)	Discuss the marketing functions
Explain the concept of marketing strategies (MP:001, IM LAP 7) (CS)	Describe marketing mix variables
Describe ethical consideration in channel management (CM:006) (SP) Explain the role of ethics in marketing-information management (IM:025) (SP) Describe the role of business ethics in pricing (PR:015) (SP) Explain business ethics in product/service management (PM:040) (SP) Describe the use of business ethics in promotion (PR:099) (SP) Explain business ethics in selling (SE:106, SE LAP 129) (SP)	Discuss the role of ethics in marketing
Demonstrate a customer-service mindset (CR:004, HR LAP 32) (CS)	Discuss the importance of customer service
Explain the nature of marketing research (IM:010) (SP)	Explain the role of marketing research
Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (IM:281) (SP)	Differentiate between sources of primary and secondary data
Describe data-collection methods (e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners) (IM:289) (SP)	Identify methods of collecting data
Discuss the nature of sampling plans (i.e., who, how many, how chosen) (IM:285) (SP)	Explain sampling techniques
Explain the nature and scope of the marketing-information management function (IM:001) (SP)	Discuss marketing information systems
Explain the concept of market and market identification (MP:003, IM LAP 9) (CS)	Define market segmentation

High School Course Performance Indicators	Postsecondary Course Course Objectives
Marketing Principles (cont'd)	Principles of Marketing (cont'd)
Describe factors used by marketers to position products/services (PM:042) (SP) Identify the elements of the promotional mix (PR:003, PR LAP 1) (SP)	Discuss strategies for reaching target markets
Explain the concept of marketing strategies (MP:001, IM LAP 7) (CS)	Explain product decisions
Identify the impact of product life cycles on marketing decisions (PM:024) (SP)	Discuss the product life cycle
Describe the uses of grades and standards in marketing (PM:019, PM LAP 8) (CS)	Discuss the importance of quality in marketing
Explain the nature of product/service branding (PM:021, PM LAP 6) (SP) Explain the nature of corporate branding (PM:206) (SP)	Describe the importance of branding
Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)	Discuss the functions of regulatory agencies in product-service management
Explain the nature of channels of distribution (CM:003) (CS)	Explain channels of distribution
Explain the nature of channels of distribution (CM:003) (CS)	Distinguish between wholesalers and retailers
Explain types of advertising media (PR:007, PR LAP 3) (SP)	Explain types of advertising
Identify communication channels used in sales promotion (PR:249) (SP)	Discuss sales promotion
Explain communication channels used in public-relations activities (PR:250) (SP)	Discuss public relations
Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS)	Discuss selling
Explain the selling process (SE:048) (CS)	Explain steps in the sales process
Explain legal considerations for pricing (PI:017) (SP)	Explain legal issues pertaining to pricing
Explain the nature and scope of the pricing function (PI:001, PI LAP 2) (SP)	Discuss pricing objectives
Marketing Applications	
Explain customer/client/business buying behavior (MK:014) (SP)	Explain influences on consumer behavior
Explain the nature of marketing plans (MP:007) (SP)	Explain the significance of marketing plans
Explain the nature of marketing plans (MP:007) (SP)	Discuss the components of a marketing plan

High School Course Performance Indicators	Postsecondary Course Course Objectives
Marketing Applications (cont'd)	Principles of Marketing (cont'd)
Explain the role of situation analysis in the marketing planning process (MP:008) (SP)	Describe the concept of SWOT
Explain the nature of sales forecasts (MP:013, IM LAP 3) (SP)	Discuss the importance of sales forecasting
Explain the nature of a promotional plan (PR:073) (SP)	Describe components of a promotional plan

Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Principles of Marketing* course objectives. These community colleges include:

- Hawkeye Community College, Waterloo, IA
- Nunez Community College, Chalmette, LA
- Rio Salado College, A Maricopa Community College, Tempe, AZ
- Western Nebraska Community College, Scottsbluff, NE

References

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High School Course Performance Indicators	Postsecondary Course Course Objectives
Marketing Principles	Principles of Selling
Explain the selling process (SE:048) (CS)	Discuss the steps of the selling process
Explain business ethics in selling (SE:106, SE LAP 129) (SP)	Discuss ethics in selling
Describe the nature of selling regulations (SE:108) (SP)	Explain legal aspects of selling
Analyze product information to identify product features and benefits (SE:109, SE LAP 113) (SP)	Distinguish between features and benefits
Explain the nature and scope of the selling function (SE:017, SE LAP 117) (CS) Explain the role of customer service as a component of selling relationships (SE:076, SE LAP 130) (CS)	Discuss relationship selling
Determine customer/client needs (SE:111) (CS)	Determine a client's needs
Acquire product information for use in selling (SE:062) (CS)	Acquire product knowledge
Handle customer/client complaints (CR:010) (CS)	Discuss how to handle customer complaints
Describe the use of technology in the selling function (SE:107) (SP)	Describe the use of technology in selling
Marketing Applications	
Demonstrate product (SE:893, SE LAP 103) (SP)	Demonstrate products/services
Prospect for customers (SE:001, SE LAP 116) (SP)	Discuss prospecting methods
Prepare sales presentation (SE:067) (SP)	Discuss sales presentation methods
Prepare sales presentation (SE:067) (SP)	Develop a sales presentation

High School Course Performance Indicators	Postsecondary Course Course Objectives
Marketing Applications (cont'd)	Principles of Selling (cont'd)
Qualify customer's buying motives for use in selling (SE:399) (SP) Assess customer/client needs (SE:113, SE LAP 120) (SP) Demonstrate product (SE:893, SE LAP 103) (SP) Prescribe solution to customer/client needs (SE:115) (SP) Convert customer/client objections into selling points (SE:874, SE LAP 100) (SP) Close the sale (SE:895, SE LAP 110) (SP) Negotiate sales terms (SE:392) (SP) Sell good/service/idea to individuals (SE:046) (SP) Sell good/service/idea to groups (SE:073) (SP)	Perform a sales presentation
Negotiate sales terms (SE:392) (SP)	Explain the role of negotiation in sales
Determine sales strategies (SE:377) (SP)	Demonstrate sales strategies
Convert customer/client objections into selling points (SE:874, SE LAP 100) (SP)	Demonstrate how to handle customer objections
Assess customer/client needs (SE:113, SE LAP 120) (SP)	Provide examples of probing questions
Assess customer/client needs (SE:113, SE LAP 120) (SP)	Determine customer needs and wants
Prescribe solution to customer/client needs (SE:115) (SP)	Offer customer solutions
Close the sale (SE:895, SE LAP 110) (SP)	Discuss closing techniques
Close the sale (SE:895, SE LAP 110) (SP)	Demonstrate closing techniques
Provide post-sales service (SE:397) (SP)	Explain the importance of service and follow-up in sales
Provide post-sales service (SE:397) (SP)	Service a sale

Community Colleges

Learning outcomes from several community college syllabi were compiled to create the sample postsecondary *Principles of Selling* course objectives. These community colleges include:

- Edison Community College, Piqua, OH
- Hawkeye Community College, Waterloo, IA
- McLennan Community College, Waco, TX
- Neosho County Community College, Chanute, KS

References

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Appendix G

Performance Indicators Applying Language Arts
Crosswalked with IRA/NCTE Standards for the
English Language Arts

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Business Law	
Performance Element	Acquire knowledge of business ownership to establish and continue business operations.	
Performance Indicators	Identify sources of business start-up information (MN:187) (SP)	1,7,8
Instructional Area	Communication Skills	
Performance Element	Read to acquire meaning from written material and to apply the information to a task.	
Performance Indicators	Identify sources that provide relevant, valid written material (CO:054) (PQ) Extract relevant information from written materials (CO:055) (PQ) Apply written directions to achieve tasks (CO:056) (PQ) Analyze company resources to ascertain policies and procedures (CO:057) (CS)	1,7,8 1,8 1 1
Performance Element	Apply active listening skills to demonstrate understanding of what is being said.	
Performance Indicators	Explain communication techniques that support and encourage a speaker (CO:082) (PQ) Follow directions (CO:119) (PQ) Demonstrate active listening skills (CO:017) (PQ)	12 12 12

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Communication Skills (cont'd)	
Performance Element	Apply verbal skills to obtain and convey information.	
Performance Indicators	Explain the nature of effective verbal communications (CO:147) (PQ) Ask relevant questions (CO:058) (PQ) Interpret others' nonverbal cues (CO:059) (PQ) Provide legitimate responses to inquiries (CO:060) (PQ) Give verbal directions (CO:083) (PQ) Employ communication styles appropriate to target audience (CO:084) (CS) Defend ideas objectively (CO:061) (CS) Handle telephone calls in a businesslike manner (CO:114) (CS) Participate in group discussions (CO:053) (CS) Make oral presentations (CO:025) (SP)	4 12 12 12 4,12 4 4,12 12 4,12 4,12
Performance Element	Record information to maintain and present a report of business activity.	
Performance Indicators	Utilize note-taking strategies (CO:085) (CS) Organize information (CO:086) (CS) Select and use appropriate graphic aids (CO:087) (CS)	5 5 4,5,7,12
Performance Element	Write internal and external business correspondence to convey and obtain information effectively.	
Performance Indicators	Explain the nature of effective written communications (CO:016) (CS) Select and utilize appropriate formats for professional writing (CO:088) (CS) Edit and revise written work consistent with professional standards (CO:089) (CS) Write professional e-mails (CO:090) (CS) Write business letters (CO:133) (CS) Write informational messages (CO:039) (CS) Write inquiries (CO:040) (CS) Write persuasive messages (CO:031) (SP) Write executive summaries (CO:091) (SP) Prepare simple written reports (CO:094) (SP) Prepare complex written reports (CO:009) (MN)	5 4,5,6 4,5,6 4,5,6,12 4,5,6,12 4,5,6,12 4,5,6,12 4,5,6,12 4,5,6,12 4,5,6,7,12 4,5,6,7,12

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Communication Skills (cont'd)	
Performance Element	Write effectively to convey information.	
Performance Indicators	Write content for use on the Web (CO:180) (SP)	4.5.6.12
Performance Element	Communicate with staff to clarify workplace objectives.	
Performance Indicators	Explain the nature of staff communication (CO:014) (CS)	4
	Choose appropriate channel for workplace communication (CO:092) (CS)	4
	Participate in a staff meeting (CO:063) (CS)	4,5,6,12
	Provide directions for completing job tasks (CO:139) (SU)	4,6,12
	Update employees on business and economic trends (CO:172) (SU)	4,6,12
	Conduct a staff meeting (CO:140) (SU)	4,6,12
Instructional Area	Customer Relations	
Performance Element	Foster positive relationships with customers to enhance company image.	
Performance Indicators	Reinforce service orientation through communication (CR:005) (CS)	12
	Respond to customer inquiries (CR:006) (CS)	12
	Adapt communication to the cultural and social differences among clients (CR:019) (CS)	9
	Interpret business policies to customers/clients (CR:007) (CS)	12
Performance Element	Resolve conflicts with/for customers to encourage repeat business.	
Performance Indicators	Handle difficult customers (CR:009, EI LAP 1) (CS)	12
	Handle customer/client complaints (CR:010) (CS)	12

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Emotional Intelligence	
Performance Element	Use communication skills to foster open, honest communications.	
Performance Indicators	Explain the nature of effective communications (EI:007) (PQ)	4,5,6
Performance Element	Use communication skills to influence others.	
Performance Indicators	Persuade others (EI:012) (SP) Demonstrate negotiation skills (EI:062, EI LAP 8) (SP)	4,12 4,12
Performance Element	Manage stressful situations to minimize negative workplace interactions.	
Performance Indicators	Use appropriate assertiveness (EI:008, HR LAP 16) (PQ) Use conflict-resolution skills (EI:015, EI LAP 7) (CS)	4,12 4,12
Performance Element	Implement teamwork techniques to accomplish goals.	
Performance Indicators	Use consensus-building skills (EI:011) (SP) Motivate team members (EI:059) (SP) Encourage team building (EI:044) (SU)	4,12 4,12 4,12
Performance Element	Employ leadership skills to achieve workplace objectives.	
Performance Indicators	Coach others (EI:041) (CS) Recognize/Reward others for their efforts and contributions (EI:014) (SU)	4,12 4,12

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Entrepreneurship	
Performance Element	Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.	
Performance Indicators	Assess global trends and opportunities for business ventures (EN:003) (ON) Determine opportunities for venture creation (EN:004) (ON)	7,8 7,8
Instructional Area	Human Resources Management	
Performance Element	Implement organizational skills to facilitate others' work efforts.	
Performance Indicators	Assist employees with prioritizing work responsibilities (HR:385) (SU) Delegate work to others (HR:386) (SU) Coordinate efforts of cross-functional teams to achieve project/company goals (HR:387) (SU) Manage collaborative efforts (HR:388) (SU) Harmonize tasks, projects, and employees in the context of business priorities (HR:389) (SU)	12 12 12 12 12
Performance Element	Staff a business unit to satisfy work demands while adhering to budget constraints.	
Performance Indicators	Screen job applications/résumés (HR:354) (SU) Interview job applicants (HR:355) (SU) Discuss employee compensation (HR:390) (SU) Select and hire new employees (HR:356) (SU) Conduct exit interviews (HR:357) (SU) Dismiss/Fire employees (HR:358) (SU) Maintain human resources records (HR:359) (SU)	1,7 4,7,12 12 7,12 7,12 7,12 5,12

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Human Resources Management (cont'd)	
Performance Element	Manage staff growth and development to increase productivity and employee satisfaction.	
Performance Indicators	Orient new employees (HR:360) (CS) Orient new employees (management's role) (HR:361, MN LAP 42) (SU) Coach employees (HR:364) (SU) Maintain ongoing discussion of issues related to compensation (HR:391) (SU) Train staff (HR:392) (SU) Supervise staff (HR:393) (SU) Assess employee performance (HR:368) (SU)	4,12 1,7 4,12 4,12 4,12 4,12 4,12 4,7,12
Performance Element	Resolve staff issues/problems to enhance productivity and improve employee relationships.	
Performance Indicators	Handle employee complaints and grievances (HR:366, MN LAP 45) (SU)	4,7,12
Instructional Area	Information Management	
Performance Element	Use information literacy skills to increase workplace efficiency and effectiveness.	
Performance Indicators	Assess information needs (NF:077) (CS) Obtain needed information efficiently (NF:078) (CS) Evaluate quality and source of information (NF:079) (CS) Apply information to accomplish a task (NF:080) (CS)	7 8 7 12
Performance Element	Acquire information to guide business decision-making.	
Performance Indicators	Monitor internal records for business information (NF:014) (SP) Conduct an environmental scan to obtain business information (NF:015) (SP)	7,8 7

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Information Management (cont'd)	
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.	
Performance Indicators	Demonstrate basic e-mail functions (NF:004) (PQ) Demonstrate basic web-search skills (NF:006) (PQ) Demonstrate basic word processing skills (NF:007) (PQ) Demonstrate basic presentation applications (NF:008) (PQ) Demonstrate collaborative/groupware applications (NF:011) (CS) Demonstrate advanced e-mail functions (SP) Demonstrate advanced web-search skills (SP) Demonstrate advanced word processing skills (SP) Demonstrate advanced presentation applications (SP) Create and post basic web page (NF:042) (SP) Create a web page for business applications (SP)	1,5 1,8 1,4,5,12 1,5,8,12 1,8,12 1,5,12 1,8 1,4,5,12 1,5,8,12 1,4,5,12 1,4,5,12 1,4,5,12 1,4,5,12
Performance Element	Maintain business records to facilitate business operations.	
Performance Indicators	Describe the nature of business records (NF:001, NF LAP 1) (SP) Maintain customer records (NF:002) (SP)	1 5
Instructional Area	Operations	
Performance Element	Troubleshoot problems with office equipment to make repairs and/or to obtain technical support.	
Performance Indicators	Follow manufacturer's written procedures to fix technical problem (CS) Obtain technical support services (CS)	1 4,12

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Professional Development	
Performance Element	Participate in career-planning to enhance job-success potential.	
Performance Indicators	Identify sources of career information (PD:022) (CS)	1,7,8
Performance Element	Implement job-seeking skills to obtain employment.	
Performance Indicators	Utilize job-search strategies (PD:026) (PQ) Complete a job application (PD:027) (PQ) Interview for a job (PD:028) (PQ) Write a follow-up letter after job interviews (PD:029) (CS) Write a letter of application (PD:030) (CS) Prepare a résumé (PD:031) (CS)	1,7,8 1,5 4,12 4,5,6 4,5,6 4,5,6
Performance Element	Acquire information about the marketing communications industry to aid in making career choices.	
Performance Indicators	Analyze marketing communications careers to determine careers of interest (PD:159) (SP)	1,7
Instructional Area	Strategic Management	
Performance Element	Utilize planning tools to guide organization's/department's activities.	
Performance Indicators	Conduct an organizational SWOT (SM:010) (ON) Develop business plan (SM:013, SM LAP 2) (ON)	1,7,12 1,5,7,12
Instructional Area	Marketing-Information Management	
Performance Element	Acquire foundational knowledge of marketing-information management to understand its nature and scope.	
Performance Indicators	Identify information monitored for marketing decision making (IM:184) (SP)	1,7

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Marketing-Information Management (cont'd)	
Performance Element	Understand marketing-research activities to show command of their nature and scope.	
Performance Indicators	Explain the nature of marketing research (IM:010) (SP) Discuss the nature of marketing-research problems/issues (IM:282) (SP) Employ sources of primary and secondary data (SP)	1,7 1,7 1,7
Performance Element	Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.	
Performance Indicators	Describe methods used to design marketing-research studies (i.e., descriptive, exploratory, and causal) (IM:284) (SP) Describe options businesses use to obtain marketing-research data (i.e., primary and secondary research) (IM:281) (SP)	1 1
Performance Element	Understand data-collection methods to evaluate their appropriateness for the research problem/issue.	
Performance Indicators	Describe data-collection methods (e.g., observations, mail, telephone, Internet, discussion groups, interviews, scanners) (IM:289) (SP) Explain characteristics of effective data-collection instruments (IM:418) (SP) Describe types of rating scales (including Likert scales, semantic differential scales, behavior intention scales, etc.) (IM:286) (SP) Explain the use of diaries (e.g., product, media-use, contact) (IM:287) (SP) Explain techniques for processing marketing information (IM:062) (SP)	1 1,5 1,5 1 1
Performance Element	Assess marketing research briefs to determine comprehensiveness and clarity.	
Performance Indicators	Explain the nature of marketing research briefs (IM:290) (SP)	1

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Marketing-Information Management (cont'd)	
Performance Element	Evaluate marketing research procedures and findings to assess their credibility.	
Performance Indicators	Identify sources of error and bias (e.g., response errors, interviewer errors, non-response errors, sample design) (IM:292) (SP) Evaluate questionnaire design (e.g., types of questions, question wording, routing, sequencing, length, layout) (IM:293) (SP) Assess information sources on basis of strengths and weaknesses (IM:294) (SP) Assess timeliness of research information (IM:295) (SP) Assess appropriateness of research methods for problem/issue (IM:296) (SP)	1,7 1,7 1,7 1 1,7
Performance Element	Assess marketing-information needs to develop a marketing information management system.	
Performance Indicators	Assess marketing information needs (IM:182) (MN) Identify issues and trends in marketing research (IM:364) (MN)	1,7 1,7
Performance Element	Collect secondary marketing data to ensure accuracy and adequacy of information for decision-making.	
Performance Indicators	Obtain marketing information from online sources (e.g., search engines, online databases, blogs, listserves, etc.) (IM:382) (SP) Track environmental changes that impact marketing (e.g., technological changes, consumer trends, economic changes, regulatory changes, etc.) (IM:409) (SP)	1,7,8 1,5,7

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Marketing-Information Management (cont'd)	
Performance Element	Implement primary marketing-research strategy to test hypotheses and/or to resolve issues.	
Performance Indicators	Administer questionnaires (IM:297) (SP) Conduct telephone interviews (IM:328) (SP) Employ techniques to assess ongoing behavior (e.g., business records; manual record sheets; electronic recording devices for telephone, personal, and computer interviewing; smart cards; audio-visual equipment) (IM:349) (SP) Conduct in-depth interviews (IM:322) (SP)	1,12 1,5,7 1,5,7,8 4,7,12
Performance Element	Process data to translate marketing information into useful insights/knowledge.	
Performance Indicators	Edit research data (IM:348) (SP)	1,5
Performance Element	Report findings to communicate research information to others.	
Performance Indicators	Write executive summary of research report (IM:414) (SP) Prepare and use presentation software to support reports (IM:386) (SP) Present findings orally (IM:391) (SP) Prepare written reports for decision-making (IM:390) (SP) Post marketing results electronically (IM:383) (SP)	1,5,6 1,5,8 1,4,6,12 1,4,6,12 1,4,5,8
Instructional Area	Market Planning	
Performance Element	Employ marketing-information to develop a marketing plan.	
Performance Indicators	Develop marketing plan (MP:018) (MN)	1,5,7,12

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Product/Service Management	
Performance Element	Generate product ideas to contribute to ongoing business success.	
Performance Indicators	Identify methods/techniques to generate a product idea (PM:127, PM LAP 11) (SP) Generate product ideas (PM:128) (SP)	12 7,12
Performance Element	Understand company's unique selling proposition to recognize what sets the company apart from its competitors.	
Performance Indicators	Identify company's unique selling proposition (MK:016) (MN)	7
Performance Element	Position products/services to acquire desired business image.	
Performance Indicators	Develop positioning concept for a new product idea (PM:228) (SP) Communicate core values of product/service (PM:214) (SP) Identify product's/service's competitive advantage (PM:246) (SP)	4,7 4,12 7
Instructional Area	Promotion	
Performance Element	Understand promotional channels used to communicate with targeted audiences.	
Performance Indicators	Describe word-of-mouth channels used to communicate with targeted audiences (PR:247) (SP) Explain the nature of direct marketing channels (PR:089) (SP) Identify communications channels used in sales promotion (PR:249) (SP) Explain communications channels used in public-relations activities (PR:250) (SP)	4 4 4 4

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Promotion (cont'd)	
Performance Element	Understand the use of public-relations activities to communicate with targeted audiences.	
Performance Indicators	Identify types of public-relations activities (PR:252) (SP)	7,12
Performance Element	Understand the use of trade shows/expositions to communicate with targeted audiences.	
Performance Indicators	Explain how businesses can use trade-show/exposition participation to communicate with targeted audiences (PR:254) (SP)	4
Performance Element	Understand the use of social media in marketing communications to obtain customer attention and/or to gain customer insight.	
Performance Indicators	Describe the use of corporate blogging (PR:281) (SP) Explain the use of RSS feeds (PR:324) (SP) Discuss the use of podcasts (PR:298) (SP) Describe the use of advergames (PR:280) (SP) Discuss the use of tagging (PR:300) (SP) Explain the use of social bookmarking (PR:325) (SP)	1,8 1,8 1,8 1,8 1,8 1,8
Performance Element	Understand types of digital advertising strategies that can be used to achieve promotional goals.	
Performance Indicators	Explain the nature of online advertisements (PR:164) (SP) Explain the nature of e-mail marketing strategies (PR:165, PR LAP 13) (SP) Describe mobile advertising strategies (PR:276) (SP) Discuss the use of search-engine optimization strategies (PR:299) (SP)	1,8 1,8 1,8 1,8

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Promotion (cont'd)	
Performance Element	Evaluate advertising copy strategies that can be used to create interest in advertising messages.	
Performance Indicators	Identify effective advertising headlines (PR:330) (SP) Describe copy strategies (PR:126) (SP) Discuss the nature of effective direct-marketing copy (PR:294) (SP) Describe the nature of effective Internet ad copy (PR:279) (SP) Explain the nature of effective mobile ad copy (PR:318) (SP) Identify promotional messages that appeal to targeted markets (PR:332) (SP) Assess content in digital media (PR:262) (MN)	1 1 1 1 1 1 1 1,7
Performance Element	Assess advertisements to ensure achievement of marketing communications goals/objectives.	
Performance Indicators	Evaluate targeted e-mails (PR:310) (MN) Assess e-newsletter (PR:264) (MN)	1 1
Performance Element	Assess advertisements to ensure achievement of marketing communications goals/objectives.	
Performance Indicators	Check advertising proofs (PR:130) (SP)	1
Performance Element	Manage media planning and placement to enhance return on marketing investment.	
Performance Indicators	Read media schedule (PR:348) (SP)	1
Performance Element	Manage promotional activities to maximize return on promotional efforts.	
Performance Indicators	Explain the nature of a promotional plan (PR:073) (SP)	1

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Promotion (cont'd)	
Performance Element	Understand the relationship between promotion and consumer behavior to communicate to targeted audiences.	
Performance Indicators	Explain the credibility of sources of consumer communications (SP)	1,7
Instructional Area	Selling	
Performance Element	Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.	
Performance Indicators	Acquire product information for use in selling (SE:062) (CS) Analyze product information to identify product features and benefits (SE:109, SE LAP 113) (SP)	1 1,5
Performance Element	Perform pre-sales activities to facilitate sales presentation.	
Performance Indicators	Prospect for customers (SE:001, SE LAP 116) (SP) Qualify customers/clients (SE:400) (SP) Conduct pre-visit research (e.g., customer's markets/products, customer's competitors, and competitors' offerings) (SE:369) (SP) Determine sales strategies (SE:377) (SP) Book appointments with prospective clients (SE:366) (SP) Prepare sales presentation (SE:067) (SP) Create a presentation software package to support sales presentation (SE:119) (SP)	1,5,7,12 4,12 1,7 7 4,12 1,4,5 1,5,8

	MarkED Standards and Performance Indicators	IRA/NCTE Standards for the English Language Arts
Instructional Area	Selling (cont'd)	
Performance Element	Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.	
Performance Indicators	Establish relationship with client/customer (SE:110) (CS) Address needs of individual personalities (SE:810, SE LAP 112) (SP) Determine customer/client needs (SE:111) (CS) Qualify customer's buying motives for use in selling (SE:399) (SP) Facilitate customer/client buying decisions (SE:811, SE LAP 108) (SP) Assess customer/client needs (SE:113, SE LAP 120) (SP) Recommend specific product (SE:114, SE LAP 111) (CS) Demonstrate product (SE:893, SE LAP 103) (SP) Prescribe solution to customer/client needs (SE:115) (SP) Convert customer/client objections into selling points (SE:874, SE LAP 100) (SP) Close the sale (SE:895, SE LAP 107) (SP) Demonstrate suggestion selling (SE:875, SE LAP 110) (SP) Negotiate sales terms (SE:392) (SP) Sell good/service/idea to individuals (SE:046) (SP) Sell good/service/idea to groups (SE:073) (SP)	4,12 4,12 4,12 4,12 4,12 4,12 4,12 4,12 4,12 4,12 4,12 4,12 4,12 4,12 4,12 4,12 4,12
Performance Element	Process the sale to complete the exchange.	
Performance Indicators	Process telephone orders (SE:835) (CS)	4,12
Performance Element	Conduct post-sales follow-up activities to foster ongoing relationships with customers.	
Performance Indicators	Plan follow-up strategies for use in selling (SE:057, SE LAP 119) (SP) Provide post-sales service (SE:397) (SP) Gather customer/client feedback to improve service (SE:384) (SP)	4,5,7 4,12 4,7,12

Appendix H

Performance Indicators Applying Social Science
Crosswalked with NCEE and NCSS Curriculum Standards for
Economics and Social Studies

	MarkED Standards and Performance Indicators	NCEE Standards ¹ (Economics)	NCSS Curriculum Standards ²
Instructional Area	Business Law		
Performance Element	Acquire foundational knowledge of business laws and regulations to understand their nature and scope.		
Performance Indicators	Discuss the nature of law and sources of law in the United States (BL:067) (SP) Describe the United States' judicial system (BL:068) (SP) Discuss the nature of the United States Constitution (SP) Describe legal issues affecting businesses (BL:001) (SP)		6,10 5,6 6 5,6
Performance Element	Understand the civil foundations of the legal environment of business to demonstrate knowledge of contracts.		
Performance Indicators	Distinguish between torts and crimes (SP) Describe crimes affecting businesses (SP) Identify the basic torts relating to business enterprises (BL:069) (SP) Describe unfair business practices (SP) Describe the nature of legally binding contracts (BL:002) (SP) Explain the nature of contract exclusivity (BL:050) (SP) Discuss the nature of contract suspensions (SP) Explain the nature of contract terminations (SP)	CS10	6,10 5,6,10 6,10 5,6,10 6.10 6 6 6

¹ NCEE is the National Council of Economic Education that published the Voluntary Economic Standards.

² NCSS is the National Council for the Social Studies that published the Expectations of Excellence: Curriculum Standards for Social Studies.

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Business Law (cont'd)		
Performance Element	Explore the regulatory environment of United States' businesses to understand the diversity of regulations.		
Performance Indicators	Describe the nature of legal procedure (BL:070) (SP) Discuss the nature of debtor-creditor relationships (BL:071) (SP) Discuss the nature of agency relationships (BL:072) (SP) Discuss the nature of bankruptcy law (SP) Discuss the nature of environmental law (BL:073) (SP) Discuss the role of administrative law (BL:074) (SP) Describe the nature of the Uniform Commercial Code (UCC) (SP) Describe methods used to protect intellectual property (BL:051) (SP) Discuss the impact of the Internet on business law (SP) Describe the nature of product liability law (SP)		5,10 5.6,10 5,6 5,6 3,6,10 6 5,6 5,6 5,6,8 5,6
Performance Element	Understand human-resources laws and regulations to facilitate business operations		
Performance Indicators	Explain unfair labor practices (SP) Explain the nature of human resources regulations (BL:007) (SU) Explain the nature of workplace regulations (including OSHA, ADA) (BL:008) (SU) Discuss employment relationships (BL:075) (SU)		3,5,6 3,5,6 5,6 5,6
Performance Element	Apply knowledge of business ownership to establish and continue business operations.		
Performance Indicators	Explain types of business ownership (BL:003, BA LAP 7) (CS) Select form of business ownership (BL:006, BA LAP 9) (ON)	CS10 CS10	

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Business Law (cont'd)		
Performance Element	Acquire knowledge of commerce laws and regulations to continue business operations.		
Performance Indicators	Explain the nature of trade regulations (BL:004) (MN) Describe the impact of anti-trust legislation (BL:076) (MN)	CS16 CS16	5,6,9 6
Performance Element	Understand regulation of accounting to adhere to government requirements.		
Performance Indicators	Discuss the impact of the Sarbanes-Oxley Act of 2002 on accounting (SP) Describe the role of the Securities and Exchange Commission (SEC) in regulating the accounting industry (SP) Discuss state regulation of the accounting industry (SP)		5,6 5,6 5,6
Instructional Area	Customer Relations		
Performance Element	Foster positive relationships with customers to enhance company image.		
Performance Indicators	Adapt communication to the cultural and social differences among clients (CR:019) (CS)		1

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Economics		
Performance Element	Understand fundamental economic concepts to obtain a foundation for employment in business.		
Performance Indicators	Distinguish between economic goods and services (EC:002, EC LAP 10) (CS) Explain the concept of economic resources (EC:003, EC LAP 14) (CS) Describe the concepts of economics and economic activities (EC:001, EC LAP 6) (CS) Determine economic utilities created by business activities (EC:004, EC LAP 13) (CS) Explain the principles of supply and demand (EC:005, EC LAP 11) (CS) Describe the functions of prices in markets (EC:006, EC LAP 12) (CS)	CS1 CS1,3,11,13 CS1,2,3,5,13,15,18 CS7,8 CS7,8	7 7 7 7 7
Performance Element	Understand the nature of business to show its contributions to society.		
Performance Indicators	Explain the role of business in society (EC:070, MB LAP 6) (CS) Discuss the global environment in which businesses operate (EC:104) (SP) Describe factors that affect the business environment (EC:105) (SP) Explain the nature of business ethics (EC:106) (SP) Explain how organizations adapt to today's markets (EC:107) (SP)	CS10 CS5 CS7	3,5,7 9 3,7 10 5

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Economics (cont'd)		
Performance Element	Understand economic systems to be able to recognize the environments in which businesses function.		
Performance Indicators	Explain the types of economic systems (EC:007, EC LAP 17) (CS) Explain the concept of private enterprise (EC:009, EC LAP 15) (CS) Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS) Determine factors affecting business risk (EC:011, EC LAP 3) (CS) Explain the concept of competition (EC:012, EC LAP 8) (CS) Determine the impact of small business/ entrepreneurship on market economies (EC:065) (CS)	CS3 CS3 CS4,14 CS4,14 CS9 CS9,14	7 7 7 7 7 7
Performance Element	Acquire knowledge of the impact of government on business activities to make informed economic decisions.		
Performance Indicators	Determine the relationship between government and business (EC:008, EC LAP 16) (CS) Describe the nature of taxes (EC:072) (SP)	CS10,16 CS14	5,6,7 6
Performance Element	Analyze cost/profit relationships to guide business decision-making.		
Performance Indicators	Explain the concept of productivity (EC:013, EC LAP 18) (CS) Analyze impact of specialization/division of labor on productivity (EC:014, EC LAP 7) (SP) Explain the concept of organized labor and business (EC:015, EC LAP 5) (SP) Explain the impact of the law of diminishing returns (EC:023) (SP)	CS6,15 CS6 CS10 CS2	7 5,7 5 7

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Economics (cont'd)		
Performance Element	Understand economic indicators to recognize economic trends and conditions.		
Performance Indicators	Discuss the measure of consumer spending as an economic indicator (EC:081) (SP) Describe the economic impact of inflation on business (EC:083) (SP) Explain the concept of Gross Domestic Product (GDP) (EC:017, EC LAP 1) (SP) Discuss the impact of a nation's unemployment rates (EC:082) (SP) Explain the economic impact of interest-rate fluctuations (EC:084) (SP) Determine the impact of business cycles on business activities (EC:018, EC LAP 9) (SP)	CS12,19 CS12,19 CS13,15,18 CS12,19 CS12	7 7 7 7 7
Performance Element	Determine global trade's impact on business decision-making.		
Performance Indicators	Explain the nature of global trade (EC:016, EC LAP 4) (SP) Describe the determinants of exchange rates and their effects on the domestic economy (EC:100) (SP) Discuss the impact of cultural and social environments on global trade (EC:045) (SP) Describe small-business opportunities in international trade (EC:066) (SP)	CS5,6,17 CS7	9 9 1,9 9
Instructional Area	Emotional Intelligence		
Performance Element	Identify with others' feelings, needs, and concerns to enhance interpersonal relations.		
Performance Indicators	Exhibit cultural sensitivity (EI:033) (CS)		1,3

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Emotional Intelligence (cont'd)		
Performance Element	Manage internal and external business relationships to foster positive interactions.		
Performance Indicators	Explain the impact of political relationships within an organization (EI:034) (SP) Discuss the nature of organizational behavior (SP) Discuss the impact of organizational culture on organizational behavior (SP) Describe the impact of organizational conflict (SP)		5,6 5,6 5,6 5
Instructional Area	Entrepreneurship		
Performance Element	Acquire a foundational understanding of entrepreneurship to understand its nature and scope.		
Performance Indicators	Describe legal considerations for entrepreneurship (SP)		6
Instructional Area	Financial Analysis		
Performance Element	Understand the fundamental principles of money needed to make financial exchanges.		
Performance Indicators	Explain forms of financial exchange (cash, credit, debit, electronic funds transfer, etc.) (FI:058) (PQ) Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.) (FI:059) (PQ) Describe functions of money (medium of exchange, unit of measure, store of value) (FI:060) (PQ) Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.) (FI:061) (PQ)	CS11 CS11 CS11	

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Financial Analysis (cont'd)		
Performance Element	Acquire a foundational knowledge of accounting to understand its nature and scope.		
Performance Indicators	Explain legal considerations for accounting (FI:353) (SP)		6
Instructional Area	Information Management		
Performance Element	Acquire a foundational knowledge of information management to understand its nature and scope.		
Performance Indicators	Explain legal issues associated with information management (NF:076) (SP)		6
Instructional Area	Operations		
Performance Element	Abide by risk management policies and procedures for technology to minimize loss.		
Performance Indicators	Adhere to laws pertaining to computer crime, fraud, and abuse (CS)		6
Instructional Area	Professional Development		
Performance Element	Acquire information about the marketing communications industry to aid in making career choices.		
Performance Indicators	Discuss the economic and social effects of marketing communications (PD:113) (SP)		5

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Channel Management		
Performance Element	Acquire foundational knowledge of channel management to understand its role in marketing.		
Performance Indicators	Explain legal considerations in channel management (CM:005) (SP)		6
Instructional Area	Knowledge Management		
Performance Element	Acquire a foundational understanding of knowledge management to understand its nature and scope.		
Performance Indicators	Explain legal considerations for knowledge management (SP)		6
Instructional Area	Marketing-Information Management		
Performance Element	Acquire foundational knowledge of marketing-information management to understand its nature and scope.		
Performance Indicators	Describe the regulation of marketing-information management (IM:419) (SP)		6
Performance Element	Understand consumer behavior to facilitate economic exchanges with customers.		
Performance Indicators	Discuss the nature and scope of consumer behavior (SP) Describe the nature of consumer decision-making models (SP) Explain the nature and scope of consumer life cycles (SP) Discuss the impact of individuals on organizational consumer behavior (SP) Explain the impact of globalization on domestic consumer behavior (SP)		5 5 5 5 5,9

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Marketing-Information Management (cont'd)		
Performance Element	Acquire knowledge of external environmental influences on consumer behavior to understand what motivates decision-making.		
Performance Indicators	Describe the influence of culture on consumer behavior (SP) Explain subcultural aspects of consumer behavior (SP) Describe the concept of cross-cultural consumer behavior (SP) Explain the relationship between social class and consumer behavior (SP) Explain the nature of group dynamics (SP) Describe the relationship between reference groups and marketing (SP) Describe the roles of the family in the decision-making process (SP) Explain the concept of family life cycle (FLC) as a marketing tool (SP)		1,5 1,5 1,5 1,5 5 5 5 5

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Marketing-Information Management (cont'd)		
Performance Element	Acquire knowledge of internal psychological influences on consumer behavior to understand what motivates decision-making.		
Performance Indicators	Describe the relationship between consumer needs and motivation (SP) Explain the nature of motivational research (SP) Describe personality theories (SP) Explain the use of personality characteristics to segment markets (MN) Discuss the nature of psychographics (SP) Explain the application of psychographics in marketing (MN) Discuss the influence of personality on consumer behavior (SP) Discuss the relationship of perception with marketing (SP) Describe types of consumer images (SP) Describe the relationship of symbolism with consumer behavior (SP) Describe the influence of perceived risk on purchase strategies (SP) Explain the impact of education on consumer decision-making (SP) Discuss the relevance of learning theories to marketing (SP) Explain the concept of brand loyalty (SP) Describe structural models of attitudes as predictors of behavior (MN) Describe ways to measure attitudes (SP) Describe the nature of consumer attitude formation (SP) Explain attitude-change strategies (MN)		4 4 4 4,5 4,5 4,5 4,5 4,5 4,5 4 1,4 5 1,4 4,5 4 4 4 4 4 4

	MarkED Standards and Performance Indicators	NCEE Standards (Economics)	NCSS Curriculum Standards
Instructional Area	Pricing		
Performance Element	Develop a foundational knowledge of pricing to understand its role in marketing.		
Performance Indicators	Explain legal considerations for pricing (PI:017) (SP)		6
Instructional Area	Product/Service Management		
Performance Element	Apply quality assurances to enhance product/service offerings.		
Performance Indicators	Identify consumer protection provisions of appropriate agencies (PM:017, PP LAP 7) (SP)		5,6
Instructional Area	Promotion		
Performance Element	Acquire a foundational knowledge of promotion to understand its nature and scope.		
Performance Indicators	Describe the regulation of promotion (PR:101) (SP)		6
Instructional Area	Selling		
Performance Element	Acquire a foundational knowledge of selling to understand its nature and scope.		
Performance Indicators	Describe the nature of selling regulations (SE:108) (SP)		6

Appendix I

Performance Indicators for Mathematics

*(Math crosswalk to be shipped separately upon completion
when crosswalked with NCTM curriculum standards
by math and business/marketing teachers.)*

Instructional Area	Economics
Performance Element	Understand economic systems to be able to recognize the environments in which businesses function.
Performance Indicators	Identify factors affecting a business's profit (EC:010, EC LAP 2) (CS)
Performance Element	Analyze cost/profit relationships to guide business decision-making.
Performance Indicators	Explain the concept of productivity (EC:013, EC LAP 18) (CS)
Instructional Area	Entrepreneurship
Performance Element	Employ entrepreneurial discovery strategies to generate feasible ideas for business ventures.
Performance Indicators	Assess global trends and opportunities for business ventures (EN:003) (ON) Determine opportunities for venture creation (EN:004) (ON) Assess opportunities for venture creation (EN:005) (ON) Determine initial feasibility of business/product idea (PM:129) (MN)
Performance Element	Develop concept for new business venture to evaluate its success potential.
Performance Indicators	Assess start-up requirements (EN:009) (ON) Assess risks associated with venture (EN:010) (ON)
Performance Element	Determine needed resources for a new business venture to contribute to its start-up viability.
Performance Indicators	Select sources to finance venture creation/start-up (EN:016) (ON)
Instructional Area	Financial Analysis
Performance Element	Understand the fundamental principles of money needed to make financial exchanges.
Performance Indicators	Explain the time value of money (FI:062) (CS) Explain the purposes and importance of credit (FI:002, FI LAP 2) (CS)

Instructional Area	Financial Analysis (cont'd)
Performance Element	Analyze financial needs and goals to determine financial requirements.
Performance Indicators	<p>Explain the nature of financial needs (e.g., college, retirement, wills, insurance, etc.) (FI:064) (CS)</p> <p>Explain the need to save and invest (CS)</p> <p>Set financial goals (FI:065) (CS)</p> <p>Develop personal budget (FI:066) (CS)</p>
Performance Element	Manage personal finances to achieve financial goals.
Performance Indicators	<p>Explain the nature of tax liabilities (FI:067) (PQ)</p> <p>Interpret a pay stub (FI:068) (PQ)</p> <p>Prepare bank account documents (e.g., checks, deposit/withdrawal slips, endorsements, etc.) (PQ)</p> <p>Maintain financial records (FI:069) (PQ)</p> <p>Read and reconcile bank statements (FI:070) (PQ)</p> <p>Discuss the advantages and disadvantages of renting versus buying property (CS)</p> <p>Demonstrate the wise use of credit (FI:071) (CS)</p> <p>Prepare personal income tax forms (i.e., 1040 EZ form) (FI:075) (CS)</p>
Performance Element	Identify potential business threats and opportunities to protect a business's financial well-being.
Performance Indicators	Identify speculative business risks (FI:080) (MN)
Performance Element	Acquire a foundational knowledge of accounting to understand its nature and scope.
Performance Indicators	Explain the concept of accounting (FI:085, FI LAP 5) (CS)
Performance Element	Implement accounting procedures to track money flow and to determine financial status.
Performance Indicators	<p>Describe the nature of cash flow statements (FI:091, FI LAP 6) (SP)</p> <p>Prepare cash flow statements (FI:092) (MN)</p> <p>Explain the nature of balance sheets (FI:093) (SP)</p> <p>Prepare balance sheets (MN)</p> <p>Describe the nature of income statements (FI:094, FI LAP 4) (SP)</p> <p>Prepare income statements (MN)</p> <p>Prepare a statement of equity and retained earnings (MN)</p>

Instructional Area	Financial Analysis (cont'd)
Performance Element	Manage financial resources to ensure solvency.
Performance Indicators	<p>Describe the nature of budgets (FI:106, FI LAP 3) (SP)</p> <p>Discuss the use of financial ratios in accounting (SP)</p> <p>Calculate financial ratios (FI:097) (MN)</p> <p>Describe types of financial statement analysis (e.g., ratio analysis, trend analysis, etc.) (SP)</p> <p>Interpret financial statements (FI:102) (MN)</p> <p>Determine relationships among total revenue, marginal revenue, output, and profit (FI:358) (MN)</p> <p>Develop company's/department's budget (FI:099) (MN)</p> <p>Forecast sales (FI:096, IM LAP 4) (MN)</p> <p>Spot problems in/issues with financial statements (MN)</p>
Performance Element	Classify, record, and summarize data to produce needed financial information.
Performance Indicators	<p>Demonstrate the effects of transactions on the accounting equation (CS)</p> <p>Prepare a chart of accounts (CS)</p> <p>Record transactions in a general journal (CS)</p> <p>Post journal entries to general ledger accounts (CS)</p> <p>Prepare a trial balance (CS)</p> <p>Journalize and post adjusting entries (CS)</p> <p>Journalize and post closing entries (CS)</p> <p>Prepare a post-closing trial balance (CS)</p> <p>Prepare work sheets (SP)</p> <p>Project future revenues and expenses (MN)</p> <p>Apply bankruptcy prediction models (MN)</p>
Performance Element	Maintain cash controls to track cash flow.
Performance Indicators	<p>Prove cash (CS)</p> <p>Journalize/post entries to establish and replenish petty cash (CS)</p> <p>Journalize/post entries related to banking activities (CS)</p> <p>Prepare bank deposits (CS)</p> <p>Prepare purchase requisitions (CS)</p> <p>Prepare purchase orders (CS)</p> <p>Prepare sales slips (CS)</p> <p>Prepare invoices (CS)</p> <p>Prepare vouchers (CS)</p> <p>Record transactions using a voucher system (CS)</p>
Performance Element	Perform specialized accounting procedures to track cash flow.
Performance Indicators	Analyze accounting records to make business decisions (MN)

Instructional Area	Financial Analysis (cont'd)
Performance Element	Utilize cost accounting methods to track, record, and analyze business costs.
Performance Indicators	Maintain job order cost sheets (SP) Calculate the cost of goods sold (SP) Determine the cost of inventory (SP) Compute overhead rates (SP) Apply overhead to jobs (MN) Conduct cost-volume-profit analysis (MN) Develop standard variable costs for a product (MN) Calculate variances (MN) Conduct variance analysis (MN) Perform cost allocation functions (MN) Prepare cost of production reports (MN)
Performance Element	Prepare budget reports to make business decisions.
Performance Indicators	Demonstrate budgeting software applications (SP) Process preliminary budget detail (MN) Prepare budget reports (MN) Determine relevant cost and revenue data for decision-making purposes (MN)
Instructional Area	Human Resources Management
Performance Element	Implement organizational skills to facilitate others' work efforts.
Performance Indicators	Coordinate efforts of cross-functional teams to achieve project/company goals (HR:387) (SU) Harmonize tasks, projects, and employees in the context of business priorities (HR:389) (SU)
Performance Element	Staff a business unit to satisfy work demands while adhering to budget constraints.
Performance Indicators	Determine hiring needs (HR:353) (SU)
Performance Element	Manage staff growth and development to increase productivity and employee satisfaction.
Performance Indicators	Assess employee performance (HR:368) (SU)

Instructional Area	Information Management
Performance Element	Utilize information-technology tools to manage and perform work responsibilities.
Performance Indicators	<p>Demonstrate basic database applications (NF:009) (PQ)</p> <p>Demonstrate basic spreadsheet applications (NF:010) (PQ)</p> <p>Demonstrate advanced database applications (SP)</p> <p>Demonstrate advanced spreadsheet applications (SP)</p> <p>Demonstrate advanced graph and chart applications</p> <p>Create and post basic web page (NF:042) (SP)</p> <p>Create a web page for business applications (SP)</p> <p>Establish specifications for selecting hardware/software systems (NF:091) (MN)</p> <p>Determine venture's information technology needs (NF:012) (MN)</p>
Performance Element	Acquire information to guide business decision-making.
Performance Indicators	<p>Monitor internal records for business information (NF:014) (SP)</p> <p>Conduct an environmental scan to obtain business information (NF:015) (SP)</p> <p>Interpret statistical findings (NF:093) (SP)</p>
Performance Element	Utilize information-technology tools to manage and perform marketing-communications responsibilities.
Performance Indicators	<p>Maintain databases of information for marketing communications (NF:101) (SP)</p> <p>Mine databases for information useful in marketing communications (NF:103) (SP)</p>
Instructional Area	Operations
Performance Element	Implement purchasing activities to obtain business supplies, equipment and services.
Performance Indicators	<p>Place orders/reorders (OP:016) (CS)</p> <p>Maintain inventory of supplies (OP:031) (CS)</p>
Instructional Area	Professional Development
Performance Element	Acquire self-development skills to enhance relationships and improve efficiency in the work environment.
Performance Indicators	<p>Set personal goals (PD:018, HR LAP 6) (CS)</p>

Instructional Area	Professional Development (cont'd)
Performance Element	Understand the fundamentals of cost accounting to obtain a foundation for employment in the accounting industry.
Performance Indicators	<p>Explain the nature of managerial cost accounting (e.g., activities, costs, cost drivers, etc.) (SP)</p> <p>Discuss the use of cost-volume-profit analysis (SP)</p> <p>Discuss cost accounting systems (e.g., job order costing, process costing, activity-based costing [ABC], project costing, etc.) (SP)</p> <p>Explain the nature of cost accounting decision making (SP)</p> <p>Discuss the nature of cost accounting budgets (SP)</p> <p>Discuss the use of variance analysis for cost accounting (SP)</p> <p>Discuss the nature of cost allocation (SP)</p>
Instructional Area	Strategic Management
Performance Element	Utilize planning tools to guide organization's/department's activities.
Performance Indicators	<p>Develop company goals/objectives (SM:008) (ON)</p> <p>Align marketing activities with business objectives (SM:015) (MN)</p> <p>Identify and benchmark key performance indicators (e.g., dashboards, scorecards, etc.) (SM:027) (MN)</p> <p>Develop action plans (SM:012) (ON)</p> <p>Develop business plan (SM:013, SM LAP 2) (ON)</p>
Performance Element	Control and organization's/department's activities to encourage growth and development.
Performance Indicators	<p>Analyze operating results in relation to budget/industry (SM:005) (MN)</p> <p>Track performance of business plan (SM:006) (MN)</p>
Instructional Area	Channel Management
Performance Element	Manage channel activities to minimize costs and to determine distribution strategies.
Performance Indicators	Select channels of distribution (CM:010) (MN)
Instructional Area	Financial-Information Management
Performance Element	Utilize financial information technology tools to manage financial information and perform work responsibilities.
Performance Indicators	<p>Demonstrate financial analysis applications (SP)</p> <p>Demonstrate advanced database applications (SP)</p>

Instructional Area	Financial-Information Management (cont'd)
Performance Element	Utilize technology to record and analyze accounting transactions.
Performance Indicators	Data mine accounting records for financial information (SP)
Instructional Area	Market Planning
Performance Element	Employ marketing-information to develop a marketing plan.
Performance Indicators	Identify market segments (MP:004) (MN) Select target market (MP:005) (MN) Explain the nature of marketing plans (MP:007) (SP) Conduct market analysis (market size, area, potential, etc.) (MP:009) (MN) Conduct SWOT analysis for use in the marketing planning process (MP:010, IM LAP 8) (MN) Assess global trends and opportunities (MP:011) (MN) Conduct competitive analysis (MP:012) (MN) Explain the nature of sales forecasts (MP:013, IM LAP 3) (SP) Forecast sales for marketing plan (MP:014) (MN) Set marketing goals and objectives (MP:015) (MN) Select marketing metrics (MP:016) (MN) Set marketing budget (MP:017) (MN) Develop marketing plan (MP:018) (MN)
Instructional Area	Marketing-Information Management
Performance Element	Understand marketing-research design considerations to evaluate their appropriateness for the research problem/issue.
Performance Indicators	Discuss the nature of sampling plans (i.e., who, how many, how chosen) (IM:285) (SP)
Performance Element	Interpret marketing information to test hypotheses and/or to resolve issues.
Performance Indicators	Explain the use of descriptive statistics in marketing decision making (IM:191) (SP)
Performance Element	Assess marketing-information needs to develop a marketing information management system.
Performance Indicators	Assess marketing information needs (IM:182) (MN)

Instructional Area	Marketing-Information Management (cont'd)
Performance Element	Collect secondary marketing data to ensure accuracy and adequacy of information for decision-making.
Performance Indicators	<p>Obtain information from customer databases (IM:381) (SP)</p> <p>Discuss the nature of Internet marketing research (SP)</p> <p>Obtain marketing information from online sources (e.g., search engines, online databases, blogs, listserves, etc.) (IM:382) (SP)</p> <p>Data mine web log for marketing information (IM:333) (SP)</p> <p>Monitor sales data (by volume, product, territory, channel, time period, etc.) (IM:379) (SP)</p> <p>Identify transactional data through electronic means (e.g., bar coding, optical scanners, automatic replenishment systems, electronic data interchange [EDI], and reader-sorters) (IM:368) (SP)</p> <p>Measure market size and composition (IM:373) (SP)</p>
Performance Element	Process data to translate marketing information into useful insights/knowledge.
Performance Indicators	<p>Group and score research data (IM:362) (SP)</p> <p>Conduct error detection/edit routines (IM:318) (SP)</p> <p>Tabulate data (IM:402) (SP)</p> <p>Create data matrix (IM:331) (SP)</p> <p>Select and use appropriate data support systems (IM:397) (SP)</p> <p>Analyze narrative text (e.g., sorting, classifying/categorizing, identifying patterns, interpreting, selecting mechanical analysis approaches) (IM:304) (SP)</p> <p>Interpret research data into information for decision making (IM:372) (SP)</p>
Performance Element	Apply statistical methods and software systems to aid in data interpretation.
Performance Indicators	<p>Set confidence levels (IM:400) (SP)</p> <p>Test for significant differences (IM:405) (SP)</p> <p>Test for relationships (IM:404) (SP)</p> <p>Test for associations (IM:403) (SP)</p> <p>Use statistical inferences to make estimates or to test hypotheses (IM:412) (SP)</p> <p>Apply mathematical modeling techniques (IM:308) (SP)</p> <p>Use statistical software systems (e.g., SPSS, Excel, Access, etc.) (IM:413) (SP)</p>
Performance Element	Interpret research data into information for decision-making.
Performance Indicators	<p>Interpret descriptive statistics for marketing decision making (IM:416) (SP)</p> <p>Interpret correlations (IM:370) (SP)</p>

Instructional Area	Marketing-Information Management (cont'd)
Performance Element	Report findings to communicate research information to others.
Performance Indicators	Display data in charts/graphs or in tables (IM:347) (SP)
Performance Element	Collect marketing information to ensure accuracy and adequacy of data for decision-making in marketing communications.
Performance Indicators	Analyze consumer behavior (e.g., media-consumption, buying, etc.) (IM:299) (SP)
Instructional Area	Pricing
Performance Element	Employ pricing strategies to determine optimal prices.
Performance Indicators	Determine cost of product (breakeven, ROI, markup) (PI:019) (MN) Calculate break-even point (PI:006, PI LAP 4) (MN) Establish pricing objectives (PI:044) (MN) Select pricing policies (PI:068) (MN) Determine discounts and allowances that can be used to adjust base prices (PI:022, PU LAP 3) (MN) Determine terms of trading (PI:063) (MN) Set prices (PI:007) (MN)
Instructional Area	Product/Service Management
Performance Element	Generate product ideas to contribute to ongoing business success.
Performance Indicators	Determine initial feasibility of product idea (PM:129) (MN)
Performance Element	Apply quality assurances to enhance product/service offerings.
Performance Indicators	Evaluate customer experience (PM:138) (MN)
Performance Element	Employ product-mix strategies to meet customer expectations.
Performance Indicators	Plan product mix (PM:006) (MN) Determine services to provide customers (PM:036) (MN)

Instructional Area	Product/Service Management (cont'd)
Performance Element	Assess product packaging to improve its function and to improve its brand recognition.
Performance Indicators	Assess product-packaging requirements (PM:213) (SP) Evaluate adequacy of product packaging (PM:233) (SP)
Instructional Area	Project Management
Performance Element	Utilize project management skills to start, run, and end projects.
Performance Indicators	Identify resources needed for project (OP:003) (SP) Develop project plan (OP:001) (SP) Apply project-management tools to monitor project progress (OP:002) (SP) Evaluate project results (OP:159) (SP)
Instructional Area	Promotion
Performance Element	Understand the use of trade shows/expositions to communicate with targeted audiences.
Performance Indicators	Explain considerations used to evaluate whether to participate in trade shows/expositions (PR:255) (SP)
Performance Element	Manage promotional activities to maximize return on promotional efforts.
Performance Indicators	Coordinate activities in the promotional mix (PR:076) (SP) Establish promotional mix (PR:237) (MN)
Performance Element	Manage media planning and placement to enhance return on marketing investment.
Performance Indicators	Determine advertising reach of media (PR:225) (SP) Read media schedule (PR:348) (SP) Calculate media costs (PR:009, PR LAP 6) (SP) Choose appropriate media outlets (PR:230) (SP)
Performance Element	Evaluate effectiveness of advertising strategies to determine return on marketing investment.
Performance Indicators	Discuss methods for measuring the effectiveness of website (MN) Evaluate digital marketing efforts (PR:306) (MN)

Instructional Area	Selling
Performance Element	Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.
Performance Indicators	Negotiate sales terms (SE:392) (SP)
Performance Element	Process the sale to complete the exchange.
Performance Indicators	Calculate miscellaneous charges (SE:116) (CS) Process special orders (SE:009) (CS) Process telephone orders (SE:835) (CS) Process sales documentation (SE:117) (SP)
Performance Element	Conduct post-sales follow-up activities to foster ongoing relationships with customers.
Performance Indicators	Prepare sales reports (SE:283) (SP) Conduct self-assessment of sales performance (SE:372) (SP)
Performance Element	Plan sales activities to increase sales efficiency and effectiveness.
Performance Indicators	Plan strategies for meeting sales quotas (SE:864, SE LAP 118) (SP)

Appendix J

Guidance Counseling Guide

Appendix K

Student Brochure

Appendix L

Promotional Flyers for High School Career Courses

Marketing Program of Study Resource Kit
Student-Oriented High School Course Descriptions
(to be used in Student Brochures and Promotional Flyers)

Leadership

Do you like working in teams? Think you have what it takes to become a leader? Would you like to help the community? Then *Leadership* is for you. Not only will you have the chance to work with your classmates on a semester-long project to better your local community, you'll develop leadership skills that will last a lifetime!

Personal Finance

Money. Credit cards. Taxes. Insurance. They're all things that we have to deal with at some point or another in our lives. Why not learn the right way to take care of your money now? In *Personal Finance*, you'll learn how to make smart financial decisions from the start!

Business and Marketing Essentials

If you're interested in business, marketing, finance, or entrepreneurship, then *Business and Marketing Essentials* is the class to take. In the course, you'll learn about the many activities that go on in the business world and how business impacts all of us. You'll also have the chance to brush up on your computer skills, plan for the future, and get ready for the world of work!

Marketing Principles

Ever wonder about the process that a product goes through to end up on the shelf at the supermarket or electronics store? Find out in *Marketing Principles*. In this course, you'll learn about the thought and planning that goes into producing a new product and determining its price; the research that takes place before and after the new product is put on the shelf; the placement of that product on that particular shelf; and the distribution of that product to that particular store. Virtually nothing happens by chance in the world of marketing. Everything happens because someone (or some group) decided it should be that way. So take this course and become one of the decision-making marketers who affect the world!

Marketing Applications

Now that you know a bit about marketing, have you thought about what marketing function appeals to you most? In *Marketing Applications*, you'll have the chance to experience channel management, market planning, marketing-information management, product/service management, promotion, and selling first-hand. Depending on the week, you might be managing channel activities, learning about marketing plans, collecting data for marketing research, generating product ideas, managing promotional activities, or conducting a sales presentation. It's all fair game, and it's fun!

Appendix M

Program of Study Poster